

# 2015 Arizona Academic Standards in the Arts

## Music - Performing Ensembles

### Artistic Process - Creating

#### Anchor Standard #1 - Generate and conceptualize artistic ideas and work

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.CR.1.PE.5a</b> a. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	<b>MU.CR.1.PE.8a</b> a. Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	<b>MU.CR.1.PE.HS1a</b> a. 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.	<b>MU.CR.1.PE.HS2a</b> a. 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.	<b>MU.CR.1.PE.HS3a</b> a. Compose and improvise musical ideas for a variety of purposes and contexts.

#### Anchor Standard #2 - Organize and develop artistic ideas and work

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.CR.2.PE.5a</b> a. Develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	<b>MU.CR.2.PE.8a</b> a. Develop melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	<b>MU.CR.2.PE.HS1a</b> a. Select and develop melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	<b>MU.CR.2.PE.HS2a</b> a. Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	<b>MU.CR.2.PE.HS3a</b> a. Select and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
<b>MU.CR.2.PE.5b</b> b. Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).	<b>MU.CR.2.PE.8b</b> b. Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).	<b>MU.CR.2.PE.HS1b</b> b. Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).	<b>MU.CR.2.PE.HS2b</b> b. Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).	<b>MU.CR.2.PE.HS3b</b> b. Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level).

#### Anchor Standard #3 - Refine and complete artistic work

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.CR.3.PE.5a</b> a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	<b>MU.CR.3.PE.8a</b> a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.	<b>MU.CR.3.PE.HS1a</b> a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	<b>MU.CR.3.PE.HS2a</b> a. Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.	<b>MU.CR.3.PE.HS3a</b> a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
<b>MU.CR.3.PE.5b</b> b. 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.	<b>MU.CR.3.PE.8b</b> b. Share personally-developed melodies and rhythmic passages individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal.	<b>MU.CR.3.PE.HS1b</b> b. 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.	<b>MU.CR.3.PE.HS2b</b> b. Share personally-developed melodies, rhythmic passages, and arrangements individually or as an ensemble that address identified purposes.	<b>MU.CR.3.PE.HS3b</b> b. Share personally-developed arrangements, sections, and short compositions individually or as an ensemble that address identified purposes.

### Foundational Skills - Creating

The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3.

#### Improvisation

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Perform, use standard notation, and audio record improvisation that is a minimum of 4 measures.	Perform, use standard notation, and audio record improvisation that is a minimum of 4 measures.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Perform, use standard notation, and audio record improvisation that is a minimum of 8 measures.	Perform, use standard notation, and audio record improvisation that is a minimum of 12 measures.	Perform, use standard notation, and audio record improvisation that is a minimum of 24 measures.
Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.	Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Perform simple improvised melodies within an appropriate harmonic structure.	Perform with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression.	Perform with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Where new concepts are introduced in these standards with no explicit preparation at earlier levels, the other standards specified for those earlier levels are meant as general preparation for the new concepts listed.			Perform melodic and rhythmic improvised accompaniments.	Perform melodic and rhythmic improvised accompaniments.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>

#### Composition

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.	Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Use standard notation and audio record composition that is a minimum of 4 measures and is written for the student's own instrument or others.	Use standard notation and audio record composition that is a minimum of 8 measures and is written for duet or small ensemble.	Create complete composition that is a minimum of 16 measures and is written for duet or small or large ensemble, or solo with arrangement.
Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.	Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song.	Explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Replace or change some of the note values and/or pitches in composing a variation on a theme.	Replace or change some of the note values and/or pitches in composing a variation on a theme.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Arrange short sections of a song using standard notation and a variety of musical elements.	Arrange short sections of a song using standard notation and a variety of musical elements.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Arrange or transcribe a musical work for small or large ensemble, or solo with accompaniment.
Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).	Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>

# 2015 Arizona Academic Standards in the Arts

## Music - Performing Ensembles

### Artistic Process - Performing

Anchor Standard #4 - Select, analyze, and interpret artistic work for performance				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.PR.4.PE.5a</b>	<b>MU.PR.4.PE.8a</b>	<b>MU.PR.4.PE.HS1a</b>	<b>MU.PR.4.PE.HS2a</b>	<b>MU.PR.4.PE.HS3a</b>
a. Select repertoire to study/perform based on interest, music reading and performing/ technical abilities.	a. Select repertoire to study/perform based on interest, music reading and performing/ technical abilities.	a. Explain the criteria used in selecting the repertoire to study/perform based on interest, music reading and performing/technical abilities.	a. Apply previously established criteria used in selecting the repertoire to study/perform based on interest, music reading and performing/technical abilities.	a. 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.
<b>MU.PR.4.PE.5b</b>	<b>MU.PR.4.PE.8b</b>	<b>MU.PR.4.PE.HS1b</b>	<b>MU.PR.4.PE.HS2b</b>	<b>MU.PR.4.PE.HS3b</b>
b. Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.	b. Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.	b. Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.	b. Based on an understanding of the theoretical and structural characteristics of music, select a varied repertoire to study/perform.	b. Based on an understanding of the theoretical and structural characteristics of music, select a varied repertoire to study/perform.
			<b>MU.PR.4.PE.HS2c</b>	<b>MU.PR.4.PE.HS3c</b>
			c. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performer's technical skill to connect with the audience.	c. Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performer's technical skill to connect with the audience.
Anchor Standard #5 - Develop and refine artistic work for presentation				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.PR.5.PE.5a</b>	<b>MU.PR.5.PE.8a</b>	<b>MU.PR.5.PE.HS1a</b>	<b>MU.PR.5.PE.HS2a</b>	<b>MU.PR.5.PE.HS3a</b>
a. Use self-reflection to identify technical challenges in a varied repertoire of music.	a. Develop strategies to address technical challenges in a varied repertoire of music.	a. Develop strategies to address technical and expressive challenges in a varied repertoire of music other sources to refine performances.	a. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.	a. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
<b>MU.PR.5.PE.5b</b>	<b>MU.PR.5.PE.8b</b>	<b>MU.PR.5.PE.HS1b</b>	<b>MU.PR.5.PE.HS2b</b>	<b>MU.PR.5.PE.HS3b</b>
b. Use peer feedback to refine individual and ensemble performances of a varied repertoire of music.	b. Use feedback from ensemble peers and other sources to refine performances.	b. Use feedback from ensemble peers and other sources to refine performances.	b. Use feedback from ensemble peers and other sources to refine performances and develop effective rehearsal strategies.	b. Use feedback from ensemble peers and other sources to refine performances and strengthen effective rehearsal strategies.
Anchor Standard #6 - Convey meaning through the presentation of artistic work				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.PR.6.PE.5a</b>	<b>MU.PR.6.PE.8a</b>	<b>MU.PR.6.PE.HS1a</b>	<b>MU.PR.6.PE.HS2a</b>	<b>MU.PR.6.PE.HS3a</b>
a. Identify technical accuracy in prepared and improvised performances of a varied repertoire of music.	a. Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	a. Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	a. Demonstrate mastery of the technical demands of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	a. Demonstrate an understanding and mastery of the technical demands of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
<b>MU.PR.6.PE.5b</b>	<b>MU.PR.6.PE.8b</b>	<b>MU.PR.6.PE.HS1b</b>	<b>MU.PR.6.PE.HS2b</b>	<b>MU.PR.6.PE.HS3b</b>
b. Identify expressive qualities in prepared and improvised performances of a varied repertoire of music.	b. Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	b. Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	b. Demonstrate 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.	b. Demonstrate an understanding and mastery of the expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
<b>MU.PR.6.PE.5c</b>	<b>MU.PR.6.PE.8c</b>	<b>MU.PR.6.PE.HS1c</b>	<b>MU.PR.6.PE.HS2c</b>	<b>MU.PR.6.PE.HS3c</b>
c. Demonstrate an awareness of the context of the music through prepared performances.	c. Demonstrate an understanding of the context of the music through prepared performances.	c. Demonstrate an understanding of expressive intent by connecting with an audience through prepared performances.	c. Demonstrate an understanding of intent as a means for connecting with an audience through prepared performances.	c. Demonstrate an understanding of intent as a means for connecting with an audience through prepared performances.

### Foundational Skills - Performing

The knowledge and skills described below are not representative of all requisite foundational skills. Rather, this is a list of essential competencies which must be present in support of meeting Anchor Standards 4-6.

#### Application to Instrument (AI)

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Maintain a steady beat, with auditory assistance, while playing individually and with others the following note and rest values: whole, half, quarter, eighth, and corresponding dotted notes in simple meters.	Maintain a steady beat, with auditory assistance, while playing individually and with others sixteenfold, corresponding dotted notes and elementary syncopation in simple meters.	Maintain a steady beat, with visual assistance, while playing individually and with others note and rest values in simple and complex meters as encountered in the repertoire.	Maintain a steady beat, without external assistance, while playing individually and with others note and rest values in complex and changing meters at faster tempos as encountered in the repertoire.	Maintain a steady beat, recognizing the macro and micro beat, while playing individually and with others note and rest values in complex and changing meters at faster tempos as encountered in the repertoire.
Utilize musical symbols (e.g. fermata, repeat signs, double bar lines, note names.)	Utilize musical symbols encountered in the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Utilize musical symbols encountered in the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Utilize musical symbols encountered in the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Utilize musical symbols encountered in the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Perform fluently with key signature and accidental encountered in the repertoire.	Perform fluently with key signature and accidental encountered in the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Perform fluently with key signature and accidental encountered in the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Perform fluently with key signature and accidental encountered in the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Perform fluently with key signature and accidental encountered in the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Perform independent parts while others play contrasting parts (e.g., level 5-1).	Perform independent parts while others play contrasting parts (e.g., level 1-2).	Perform independent parts while others play contrasting parts (e.g., level 2-3).	Perform independent parts while others play contrasting parts (e.g., level 3-5).	Perform independent parts while others play contrasting parts (e.g., level 5-6).
Respond to basic conducting cues (e.g., tempo, dynamics).	Respond to basic conducting cues (e.g., tempo, dynamics). <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Respond to basic conducting cues (e.g. phrasing and expression).	Respond to basic conducting cues (e.g. style, multi-meter).	Conduct an ensemble with appropriate gestures, tempo, expression and cueing.
Perform scales, intervals, and arpeggios in the repertoire.	Perform scales, intervals, and arpeggios in the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Perform scales, intervals, and arpeggios in the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Perform scales, intervals, and arpeggios in the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Perform scales, intervals, and arpeggios in the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire. For vocal ensemble: apply articulators to produce clarity of consonants and purity of vowels.	Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire. For vocal ensemble: apply articulators to produce clarity of consonants and purity of vowels. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire. For vocal ensemble: apply articulators to produce clarity of consonants and purity of vowels. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire. For vocal ensemble: apply articulators to produce clarity of consonants and purity of vowels. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire. For vocal ensemble: apply articulators to produce clarity of consonants and purity of vowels. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Utilize a basic characteristic tone.	Utilize a basic characteristic tone with greater stability.	Utilize characteristic tone of the instrument, exhibiting some control over shaping or altering tone quality to fit the music played (e.g., embouchure control, sul tasto/ponticello, rudimentary vibrato).	Utilize characteristic tone of the instrument, exhibiting control over shaping or altering tone quality to fit the music played (e.g., embouchure control, sul tasto/ponticello, rudimentary vibrato).	Utilize characteristic tone of the instrument, exhibiting fluent control over shaping or altering tone quality to fit the music played (e.g., embouchure control, sul tasto/ponticello, rudimentary vibrato).
Utilize proper technique (e.g. embouchure, hand position, posture and breath).	Utilize proper technique (e.g. embouchure, hand position, posture and breath). <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Utilize proper technique (e.g. embouchure, hand position, posture and breath). <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Utilize proper technique (e.g. embouchure, hand position, posture and breath). <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Utilize proper technique (e.g. embouchure, hand position, posture and breath). <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Perform with awareness of intonation and ensemble, balance and blend.	Perform with awareness of intonation, ensemble, balance and blend.	Perform with emerging accurate intonation, balance and blend in support of the ensemble.	Perform with accurate intonation, balance and blend in support of the ensemble.	Perform with accurate intonation, balance and blend in support of the ensemble. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Tune with teacher assistance.	Tune with teacher guidance.	Tune to a given pitch and adjust to match pitch and develop awareness of tuning to self and other voices or instruments.	Tune to a given pitch and adjust to match pitch and demonstrate a consistent ability to tune to self and other voices or instruments.	Tune to chords with an understanding of the importance of their pitch within the chord structure.
Perform literature from memory.	Perform literature from memory. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Perform literature from memory. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Perform literature from memory. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Perform literature from memory. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Demonstrate proper care, assembly (if applicable), and maintenance of instrument.	Demonstrate proper care, assembly (if applicable), and maintenance of instrument. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Demonstrate proper care, assembly (if applicable), and maintenance of instrument. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Demonstrate proper care, assembly (if applicable), and maintenance of instrument. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Demonstrate proper care, assembly (if applicable), and maintenance of instrument. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>

#### Performing - Reflect on Understanding (PRU)

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Identify and describe... Musical symbols encountered in repertoire (e.g., fermata, repeat signs, double bar lines, note names, the following note values: whole, half, quarter, eighth, dotted half, dotted quarter, and dotted eighth).	Identify and describe... Musical symbols encountered in repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify and describe... Musical symbols encountered in repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify and describe... Musical symbols encountered in repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify and describe... Musical symbols encountered in repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Steps and skips.	Steps and skips. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Intervals and chord structures.	Intervals and chord structures. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Intervals and chord structures. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Key and time signatures.	Key and time signatures. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Function of key and time signatures.	Function of key and time signatures. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Function of key and time signatures. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Simple music forms and characteristics.	Simple music forms and characteristics. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Simple music forms and characteristics. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Musical forms and characteristics encountered in repertoire.	Synthesize characteristics of musical structure into performance practice. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Sounds of the instrument/voices specific to their ensemble.	Sounds of the instrument/voices specific to their ensemble. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Sounds of the instrument/voices specific to their ensemble. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Sounds of the instrument/voices specific to their ensemble. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Sounds of the instrument/voices specific to their ensemble. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Elements of music (e.g., rhythm, melody).	Elements of music. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Elements of music. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Elements of music. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Elements of music. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Student's role (e.g., melody, harmony, accompaniment, foreground/background) within their ensemble.	Student's role within their ensemble. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Student's role within their ensemble. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Student's role within their ensemble. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Student's role within their ensemble. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Whole and half step patterns in scales encountered in repertoire.	Whole and half step patterns in scales encountered in repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Whole and half step patterns in scales encountered in repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Whole and half step patterns in scales encountered in repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Whole and half step patterns in scales encountered in repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Relationship between music and mathematics as it occurs in the repertoire (e.g., fractional relationships, phrase lengths and patterns).	Relationship between music and mathematics as it occurs in the repertoire (e.g., integer frequency relationships in overtones in chords).	Relationship between music and mathematics as it occurs in the repertoire (e.g., integer frequency relationships in overtones in chords).	Relationship between music and mathematics as it occurs in the repertoire (e.g. equal temperament, Pythagorean comma).	Relationship between music and mathematics as it occurs in the repertoire (Fibonacci series and golden mean as controlling perception of musical structure).
One's own physical mechanics and skill level essential to playing/singing within the repertoire.	One's own physical mechanics and skill level essential to playing/singing within the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	One's own physical mechanics and skill level essential to playing/singing within the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	One's own physical mechanics and skill level essential to playing/singing within the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	One's own physical mechanics and skill level essential to playing/singing within the repertoire. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Adjusting to the acoustic properties and the effect on the performers and the performance space.	Adjusting to the acoustic properties and the effect on the performers and the performance space. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Adjusting to the acoustic properties and the effect on the performers and the performance space. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Adjusting to the acoustic properties and the effect on the performers and the performance space. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Adjusting to the acoustic properties and the effect on the performers and the performance space. <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>

# 2015 Arizona Academic Standards in the Arts

## Music - Performing Ensembles

### Artistic Process - Responding

#### Anchor Standard #7 - Perceive and analyze artistic work

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.RE.7.PE.5a</b> a. Identify reasons for selecting music based on characteristics found in the music	<b>MU.RE.7.PE.8a</b> a. Explain reasons for selecting music citing characteristics found in the music	<b>MU.RE.7.PE.HS1a</b> a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music	<b>MU.RE.7.PE.HS2a</b> a. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music	<b>MU.RE.7.PE.HS3a</b> a. Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music
<b>MU.RE.7.PE.5b</b> b. Identify how the use of repetition, similarities, and contrasts inform the response to music.	<b>MU.RE.7.PE.8b</b> b. Describe how the elements of music are manipulated to inform the response to music.	<b>MU.RE.7.PE.HS1b</b> b. Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.	<b>MU.RE.7.PE.HS2b</b> b. Explain how the analysis of structures and contexts inform the response to music.	<b>MU.RE.7.PE.HS3b</b> b. Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.
Anchor Standard #8 - Interpret intent and meaning in artistic work				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.RE.8.PE.5a</b> a. 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.	<b>MU.RE.8.PE.8a</b> a. 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.	<b>MU.RE.8.PE.HS1a</b> a. 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.	<b>MU.RE.8.PE.HS2a</b> a. 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.	<b>MU.RE.8.PE.HS3a</b> a. Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
Anchor Standard #9 - Apply criteria to evaluate artistic work				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.RE.9.PE.5a</b> a. Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	<b>MU.RE.9.PE.8a</b> a. Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	<b>MU.RE.9.PE.HS1a</b> a. Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.	<b>MU.RE.9.PE.HS2a</b> a. Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.	<b>MU.RE.9.PE.HS3a</b> a. Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

### Foundational Skills - Responding

The specific guidelines that the teacher provides for analyzing, interpreting, and critiquing musical works should include the following foundational skills in support of meeting Anchor Standards 7-9.

#### Responding - Reflect on Understanding (RRU)

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Identify and describe... How changing compositional elements of music (e.g., dynamics, articulation, tempo) can change the style and experience of the music.	Identify and describe... How music can be transcribed from one music medium to another (e.g., one instrument to another, one ensemble to another).	Identify and describe... The compositional and stylistic elements that differentiate various musical genres.	Identify and describe... The compositional and stylistic elements that differentiate various musical genres.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify and describe... The compositional and stylistic elements that differentiate various musical genres to their own performance or the performance of others.
Musical characteristics that make a piece of music appropriate for a specific event or function.	Musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Their preference for specific musical works and styles.	Their preference for specific musical works and styles.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Specific musical characteristics that influence their preference for specific musical works and styles.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Specific musical characteristics that influence their preference for specific musical works and styles.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Defend their preference for specific musical works of styles using specific musical characteristics.
Selected elements of music.	Elements of music most prominent in repertoire.	Elements of music most prominent in repertoire.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Elements of music most prominent in repertoire.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Elements of music most prominent in repertoire.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.	How the changing elements of music can affect the style of the music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	How the changing elements of music can affect the style of the music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	How the changing elements of music can affect the style of the music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	How the changing elements of music can affect the style of the music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Using appropriate terminology to describe and explain music.	Using appropriate terminology to describe and explain music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Using appropriate terminology to describe and explain music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Using appropriate terminology to describe and explain music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Using appropriate terminology to describe and explain music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Using teacher specified criteria to evaluate a musical performance.	Using teacher or student specified criteria to evaluate a musical performance.	Using student specified criteria to evaluate a musical performance.	Musical experiences orally and in writing with appropriate critique and terminology.	Musical experiences orally and in writing with appropriate critique and terminology.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Showing respect for personal work and the work of others through appropriate critique.	Showing respect for personal work and the work of others through appropriate critique.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Showing respect for personal work and the work of others through appropriate critique.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Showing respect for personal work and the work of others through appropriate critique.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Showing respect for personal work and the work of others through appropriate critique.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Evaluating the effect of audience and performers' behavior on the performance.	Evaluating the effect of audience and performers' behavior on the performance.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Evaluating the effect of audience and performers' behavior on the performance.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Evaluating the effect of audience and performers' behavior on the performance.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Evaluating the effect of audience and performers' behavior on the performance.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>

# 2015 Arizona Academic Standards in the Arts

## Music - Performing Ensembles

### Artistic Process - Connecting

#### Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.CN.10.PE.5a</b> a. Identify and discuss the roles and impact music plays in one's life and the lives of others.	<b>MU.CN.10.PE.8a</b> a. Identify and explain the roles and impact music plays in one's life and the lives of others.	<b>MU.CN.10.PE.HS1a</b> a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<b>MU.CN.10.PE.HS2a</b> a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<b>MU.CN.10.PE.HS3a</b> a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
<b>MU.CN.10.PE.5b</b> b. Identify reasons for selecting music based on connection to interest, and purpose or context.	<b>MU.CN.10.PE.8b</b> b. Explain reasons for selecting music citing connections to interest, purpose, and context.	<b>MU.CN.10.PE.HS1b</b> b. Apply criteria to select music for specified purposes, supporting choices by citing connections to interest, purpose, and context.	<b>MU.CN.10.PE.HS2b</b> b. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the specified purpose and context.	<b>MU.CN.10.PE.HS3b</b> b. 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.

  

Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.CN.11.PE.5a</b> a. Identify and explain how context (e.g. social, cultural, historical) can inform the expressive intent and meaning of a musical performance.	<b>MU.CN.11.PE.8a</b> a. Identify and explain how context can inform the expressive intent and meaning of a musical performance.	<b>MU.CN.11.PE.HS1a</b> a. Explain and analyze how context can inform the expressive intent and meaning of a musical performance.	<b>MU.CN.11.PE.HS2a</b> a. Analyze how context can inform the expressive intent and meaning of a musical performance.	<b>MU.CN.11.PE.HS3a</b> a. Justify how context can inform the expressive intent and meaning of a musical performance.
<b>MU.CN.11.PE.5b</b> b. Identify and explain how music is affected by one's knowledge outside the arts (e.g. science, social studies, math, language arts).	<b>MU.CN.11.PE.8b</b> b. Identify and explain how music is affected by one's knowledge outside the arts (e.g. science, social studies, math, language arts).	<b>MU.CN.11.PE.HS1b</b> b. Explain and analyze how music is affected by one's knowledge outside the arts	<b>MU.CN.11.PE.HS2b</b> b. Analyze how music is affected by one's knowledge outside the arts.	<b>MU.CN.11.PE.HS3b</b> b. Analyze how music and other art forms involve and are affected by one's knowledge outside the arts

### Foundational Skills - Connecting

The specific guidelines that the teacher provides for connecting musical works to personal experiences and to social, cultural, and historical contexts should include the following foundational skills in support of meeting Anchor Standards 10 and 11.

#### Connecting - Reflect on Understanding (CRU)

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Identify and describe... Identify the context (e.g., historical, social, cultural) in which the composer wrote the piece being performed.	Identify and describe... Identify the context in which the composer wrote the piece being performed.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify and describe... Identify the context in which the composer wrote the piece being performed.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify and describe... Identify the context in which the composer wrote the piece being performed.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify and describe... Identify the context in which the composer wrote the piece being performed.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Recognizing composers's motivations for creating the music being performed by the students.	Recognizing composers's motivations for creating the music being performed by the students.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Recognizing composers's motivations for creating the music being performed by the students.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Recognizing composers's motivations for creating the music being performed by the students.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Recognizing composers's motivations for creating the music being performed by the students.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Where new concepts are introduced in these standards with no explicit preparation at earlier levels, the other standards specified for those earlier levels are meant as general preparation for the new concepts listed.		Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.	Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Identify their preference for specific musical works and styles.	Identify their preference for specific musical works and styles.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Distinguish musical characteristics that influence their preference for specific musical works and styles.	Distinguish musical characteristics that influence their preference for specific musical works and styles.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Defend their preference for musical works and styles using specific musical characteristics.
Elements of music.	Elements of music in repertoire.	Distinguishing musical preferences from music and cultural judgments (e.g., I like it because ____; it is good because ____; It is important because ____.)	Distinguishing musical preferences from music and peer group judgments.	Distinguishing musical preferences from music and peer group judgments.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>