

DoDEA College and Career Ready Standards for Arts (CCRSA)

Music

Technology: High School



COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

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Artistic Process: Creating

CREATING	<p>Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?</p>		
	IMAGINE		
	HS Proficient	HS Accomplished	HS Advanced
	MU:Cr1.1.T.Ia Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools .	MU:Cr1.1.T.IIa Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources .	MU:Cr1.1.T.IIIa Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems .
	<p>Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?</p>		
	PLAN AND MAKE		
	HS Proficient	HS Accomplished	HS Advanced
	MU:Cr2.1.T.Ia Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources .	MU:Cr2.1.T.IIa Select melodic, rhythmic, and harmonic ideas to develop into a larger work <i>that exhibits unity and variety</i> using digital and analog tools .	MU:Cr2.1.T.IIIa Select, develop, <i>and organize</i> multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems .



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CREATING	<p>Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?</p>		
	EVALUATE AND REFINE		
	HS Proficient	HS Accomplished	HS Advanced
	<p>MU:Cr3.1.T.1a 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.</p>	<p>MU:Cr3.1.T.1a <i>Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.</i></p>	<p>MU:Cr3.1.T.1a <i>Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.</i></p>
	<p>Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?</p>		
	PRESENT		
HS Proficient	HS Accomplished	HS Advanced	
<p>MU:Cr3.2.T.1a Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.</p>	<p>MU:Cr3.2.T.1a Share compositions and improvisations that demonstrate an <i>accomplished</i> level of musical and technological craftsmanship <i>as well as the use of digital and analog tools and resources in developing and organizing musical ideas.</i></p>	<p>MU:Cr3.2.T.1a <i>Share a portfolio of musical creations representing varied styles and genres that demonstrates an <i>advanced</i> level of musical and technological craftsmanship as well as the use of digital and analog tools, resources and systems in developing and organizing musical ideas.</i></p>	



Artistic Process: Performing

PERFORMING	<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own abilities, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?</p>		
	SELECT		
	HS Proficient	HS Accomplished	HS Advanced
	<p>MU:Pr4.1.T.Ia Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer’s technical and technological skill.</p>	<p>MU:Pr4.1.T.IIa Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer’s technical skill using digital tools and resources.</p>	<p>MU:Pr4.1.T.IIIa Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer’s technical skill using digital tools, resources, and systems.</p>
	<p>Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?</p>		
	ANALYZE		
	HS Proficient	HS Accomplished	HS Advanced
<p>MU:Pr4.2.T.Ia Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.</p>	<p>MU:Pr4.2.T.IIa Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform <i>and influence</i> prepared and improvised performances.</p>	<p>MU:Pr4.2.T.IIIa <i>Examine, evaluate and critique</i> how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.</p>	



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PERFORMING	<p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?</p>		
	INTERPRET		
	HS Proficient	HS Accomplished	HS Advanced
	<p>MU:Pr4.3.T.Ia Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.</p>	<p>MU:Pr4.3.T.IIa 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.</p>	<p>MU:Pr4.3.T.IIIa Demonstrate how understanding the style, genre, context, and <i>integration</i> of digital technologies in a varied repertoire of music <i>informs</i> and influences prepared and improvised performances and <i>their ability</i> to connect with audiences.</p>
	<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence. Essential Question(s): How do musicians improve the quality of their performance?</p>		
	REHEARSE, EVALUATE AND REFINE		
HS Proficient	HS Accomplished	HS Advanced	
<p>MU:Pr5.1.T.Ia Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</p>	<p>MU:Pr5.1.T.IIa <i>Develop and</i> implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</p>	<p>MU:Pr5.1.T.IIIa <i>Apply appropriate criteria as well as feedback from multiple sources</i> and develop and implement <i>varied</i> strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in <i>varied programs</i> of music.</p>	



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Anchor Standard 6: Convey meaning through the presentation of artistic work.
Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.
Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

PRESENT

PERFORMING	HS Proficient	HS Accomplished	HS Advanced
	<p>MU:Pr6.1.T.Ia Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p>	<p>MU:Pr6.1.T.IIa Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music <i>representing diverse cultures, styles, and genres</i>.</p>	<p>MU:Pr6.1.T.IIIa <i>Integrating digital and analog tools and resources</i>, 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 <i>representing diverse cultures, styles, genres, and historical periods</i>.</p>
<p>MU:Pr6.1.T.Ib Demonstrate an understanding of the context of music through prepared and improvised performances.</p>	<p>MU:Pr6.1.T.IIb <i>Demonstrate an understanding of the expressive intent when connecting with an audience</i> through prepared and improvised performances.</p>	<p>MU:Pr6.1.T.IIIb <i>Demonstrate an ability to connect with audience members before, and engaging with and responding to them</i> during prepared and improvised performances.</p>	



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Artistic Process: Responding

RESPONDING	<p>Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?</p>		
	SELECT		
	HS Proficient	HS Accomplished	HS Advanced
	<p>MU:Re7.1.T.1a Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.</p>	<p>MU:Re7.1.T.1a <i>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.</i></p>	<p>MU:Re7.1.T.1a <i>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.</i></p>
	<p>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(s): How do individuals choose music to experience?</p>		
	ANALYZE		
HS Proficient	HS Accomplished	HS Advanced	
<p>MU:Re7.2.T.1a Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.</p>	<p>MU:Re7.2.T.1a Explain how an analysis of the structure, context, and technological aspects of the music informs the response.</p>	<p>MU:Re7.2.T.1a <i>Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.</i></p>	



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RESPONDING	<p>Anchor Standard 8: Interpret intent and meaning in artistic work. 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?</p>		
	INTERPRET		
	HS Proficient	HS Accomplished	HS Advanced
	<p>MU:Re8.1.T.1a 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.</p>	<p>MU:Re8.1.T.11a <i>Connect</i> the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and <i>other art forms</i> to the expressive intent of musical works.</p>	<p>MU:Re8.1.T.111a Examine, cite research and multiple sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works.</p>
	<p>Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?</p>		
	EVALUATE		
HS Proficient	HS Accomplished	HS Advanced	
<p>MU:Re9.1.T.1a Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.</p>	<p>MU:Re9.1.T.11a <i>Apply criteria</i> to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.</p>	<p>MU:Re9.1.T.111a <i>Develop and justify</i> the evaluation of a <i>variety of</i> music based on established and personally-developed criteria, digital, electronic and analog features, and <i>understanding of purpose and context</i>.</p>	



Artistic Process: Connecting

CONNECTING	<p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. 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?</p>		
	HS Proficient	HS Accomplished	HS Advanced
	<p>MU:Cn10.0.T.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>MU:Cn10.0.T.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<p>MU:Cn10.0.T.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>
	<p>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</p>		
	HS Proficient	HS Accomplished	HS Advanced
	<p>MU:Cn11.0.T.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>MU:Cn11.0.T.IIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>MU:Cn11.0.T.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>



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