



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

High School

Traditional and Emerging Ensemble

MUSIC

CREATING				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.				
MU:Cr1.1Ea				
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?				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cr1.1.E.5a	MU:Cr1.1.E.8a	MU:Cr1.1.E.Ia	MU:Cr1.1.E.IIa	MU:Cr1.1.E.IIIa
Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	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.	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.	Compose and improvise musical ideas for a variety of purposes and contexts.
I CAN generate, through writing and playing, short musical ideas or motives that share some of the characteristics of music or texts that I have studied in class.	I CAN generate, through writing and playing, musical ideas that are based on or share some of the characteristics of music that I have studied in class.	I CAN generate, through writing and playing, musical ideas that are both melodic and harmonic based on original material or using material from another source in a way that reflect characteristics of a variety of historical periods that we are or have studied in class to use in class.	I CAN generate, through writing and playing, short musical compositions based on original material or using material from another source in a way that reflect characteristics of a variety of cultures that we are or have studied in class to use in class.	I CAN generate, through writing and playing, musical ideas that reflect multiple purposes and have both cultural and historical aspects that we have studied in class.

CREATING				
Anchor Standard 2: Organize and develop artistic ideas and work.				
MU:Cr2.1Ea				
Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.				
Essential Question(s): How do musicians make creative decisions?				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cr2.1.E.5a	MU:Cr2.1.E.8a	MU:Cr2.1.E.1a	MU:Cr2.1.E.IIa	MU:Cr2.1.E.IIIa
Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	Select and develop draft 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.	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.	Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
I CAN choose and further develop short musical ideas into a draft that reflect an understanding of music or texts that I have studied in class.	I CAN choose and further develop musical ideas into a draft that reflect an understanding of the characteristics of music that I have studied in class.	I CAN choose and further develop the melodic and rhythmic ideas into a draft that reflects an understanding of the characteristics, and historical periods that we are or have studied in class.	I CAN choose and further develop short musical compositions/sections/arrangements that reflects an understanding of the characteristics, and a variety of cultures that we are or have studied in class.	I CAN choose and further develop musical ideas into larger musical works that demonstrate and reflect an understanding of their purpose and the context.

CREATING				
Anchor Standard 2: Organize and develop artistic ideas and work.				
MU:Cr2.1Eb				
Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.				
Essential Question(s): How do musicians make creative decisions?				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cr2.1.E.5b	MU:Cr2.1.E.8b	MU:Cr2.1.E.Ib	MU:Cr2.1.E.IIb	MU:Cr2.1.E.IIIb
Preserve draft compositions and improvisations through standard notation and audio recording.	Preserve draft compositions and improvisations through standard notation and audio recording.	Preserve draft compositions and improvisations through standard notation and audio recording.	Preserve draft compositions and improvisations through standard notation, audio, or video recording.	Preserve draft musical works through standard notation, audio, or video recording.
I CAN save my draft musical compositions and improvisations in writing through standard notation and through audio recordings.	I CAN save my draft musical compositions and improvisations in writing through standard notation and through audio recordings.	I CAN save my draft musical compositions and improvisations in writing through standard notation and through audio recordings.	I CAN save my draft musical compositions and improvisations in writing through standard notation and through audio or video recordings.	I CAN save my draft musical compositions and improvisations through standard notation and through audio or video recordings.

CREATING				
Anchor Standard 3: Refine and complete artistic work.				
MU:Cr3.1.Ea				
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?				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cr3.1.E.5a	MU:Cr3.1.E.8a	MU:Cr3.1.E.1a	MU:Cr3.1.E.IIa	MU:Cr3.1.E.IIIa
Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria .	Evaluate and refine draft melodies, rhythmic passages, arrangements , and improvisations based on established criteria , including the extent to which they address identified purposes.	Evaluate and refine draft arrangements, sections , short compositions , and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.	Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
I CAN use my knowledge, skill, and provided criteria to evaluate and refine my draft musical compositions.	I CAN use my knowledge, skill, and help develop criteria to use to evaluate and refine my draft compositions.	I CAN, using established criteria, evaluate and refine my musical ideas, and their purpose.	I CAN develop and use criteria to evaluate and refine my musical arrangements, short compositions, and improvisations for an identified purpose.	I CAN use appropriate criteria that was identified or developed to evaluate and refine my various musical works for identified purposes and contexts.

CREATING				
Anchor Standard 3: Refine and complete artistic work.				
MU:Cr3.2.Ea				
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?				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cr3.2.E.5a	MU:Cr3.2.E.8a	MU:Cr3.2.E.1a	MU:Cr3.2.E.IIa	MU:Cr3.2.E.IIIa
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.	Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.	Share personally-developed arrangements, sections , and short compositions – individually or as an ensemble – that address identified purposes.	Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.
I CAN share, alone or as part of an ensemble, melodic and rhythmic ideas I have created that demonstrate an understanding of characteristics of music we have studied in class.	I CAN share, alone or as part of an ensemble, melodies and rhythmic passages I have created that demonstrate an understanding of characteristics of music we have studied in class.	I CAN share, alone or as part of an ensemble, melodies, rhythmic passages and arrangements I have created for a purpose.	I CAN share, alone or as part of an ensemble, arrangements, sections and short compositions that I have created that demonstrate a purpose.	I CAN share, alone or as part of an ensemble, various musical works that I have created that demonstrate purpose, and historical and cultural contexts.