



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

High School
Composition and Theory

MUSIC

CONNECTING		
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.		
MU:Cn10.1.Ca		
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?		
HS Proficient	HS Accomplished	HS Advanced
MU:Cn10.1.C.Ia	MU:Cn10.1.C.IIa	MU:Cn10.1.C.IIIa
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.
I CAN reflect on the use of feedback in the creative process.	I CAN describe and demonstrate the personal connections between musical concepts and non-musical influences.	I CAN formulate the personal connections between musical concepts and non-musical influences.
<p>Embedded within:</p> <p><i>MU:Cr1.1.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</i></p> <p><i>MU:Cr3.2.C.Ia Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.</i></p>	<p>Embedded within:</p> <p><i>MU:Cr1.1.C.IIa Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.</i></p> <p><i>MU:Cr3.2.C.IIa Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.</i></p>	<p>Embedded within:</p> <p><i>MU:Cr1.1.C.IIIa Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.</i></p> <p><i>MU:Cr3.2.C.IIIa Share music through the use of notation, solo or group performance, or technology and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent.</i></p>

MUSIC: High School (Composition and Theory) STANDARDS ~ Horizontal I CAN Statements ~ CONNECTING

<p><i>MU:Pr4.1.C.Ia Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).</i></p> <p><i>MU:Re8.1.C.Ia Develop and explain interpretations of varied works, demonstrating an understanding of the composers’ intent by citing technical and expressive aspects as well as the style/genre of each work.</i></p>	<p><i>MU:Pr4.1.C.IIa Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.</i></p> <p><i>MU:Re8.1.C.IIa Develop and support interpretations of varied works, demonstrating an understanding of the composers’ intent by citing their use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</i></p>	<p><i>MU:Pr4.1.C.IIIa Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.</i></p> <p><i>MU:Re8.1.C.IIIa Develop, justify, and defend interpretations of varied works, demonstrating an understanding of the composers’ musical and expressive intent by citing their use of elements of music (including form), compositional techniques, and the style/genre and context of each work.</i></p>
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CONNECTING		
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.		
MU:Cn11.1.Ca		
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?		
HS Proficient	HS Accomplished	HS Advanced
MU:Cn11.1.C.Ia	MU:Cn11.1.C.IIa	MU:Cn11.1.C.IIIa
Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
I CAN make connections between musical concepts and non-musical influences.	I CAN describe and demonstrate the connections between musical concepts and non-musical influences.	I CAN describe and demonstrate the connections between musical concepts and non-musical influences.
<i>Embedded within:</i> <i>MU:Cr2.1.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.</i> <i>MU:Pr4.2.C.Ia Analyze how the elements of music (including form) of the selected work(s) relate to the style and mood, and</i>	<i>Embedded within:</i> <i>MU:Cr2.1.C.IIa Assemble and organize multiple sounds or musical ideas to create an initial expressive statement of selected sonic events, memories, images, concepts, texts, or storylines.</i> <i>MU:Pr4.2.C.IIa Analyze how the elements of music (including form) of the selected work(s) relate to the style,</i>	<i>Embedded within:</i> <i>MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.</i> <i>MU:Pr4.2.C.IIIa Analyze how the elements of music (including form) and compositional techniques of the</i>

MUSIC: High School (Composition and Theory) STANDARDS ~ Horizontal I CAN Statements ~ CONNECTING

<p><i>explain the implications for rehearsal or performance.</i></p> <p><i>MU:Pr6.1.C.Ib Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</i></p> <p><i>MU:Re7.2.C.Ia Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.</i></p>	<p><i>function, and context, and explain the implications for rehearsal and performance.</i></p> <p><i>MU:Pr6.1.C.IIb Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.</i></p> <p><i>MU:Re7.2.C.IIa Analyze aurally and/or by reading the scores of musical works, the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.</i></p>	<p><i>selected work(s) relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.</i></p> <p><i>MU:Pr6.1.C.IIIb Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.</i></p> <p><i>MU:Re7.2.C.IIIa Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.</i></p>
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