



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

High School
Composition and Theory

MUSIC

CREATING		
Anchor Standard 1: Generate and conceptualize artistic ideas and work.		
MU:Cr1.1.Ca		
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?		
HS Proficient	HS Accomplished	HS Advanced
MU: MU:Cr1.1.C.Ia	MU:Cr1.1.C.IIa	MU:Cr1.1.C.IIIa
Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.	Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.	Compose and improvise musical ideas for a variety of purposes and contexts.
I CAN relate sounds and musical ideas to personal experiences, moods, images and stories.	I CAN compose and reflect on simple compositions that represent things I can envision, understand or feel.	I CAN show and describe in many ways I can use sounds and musical ideas to represent things I can hear, envision, understand or feel.

CREATING		
Anchor Standard 2: Organize and develop artistic ideas and work.		
MU:Cr2.1.Ca		
Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.		
Essential Question(s): How do musicians make creative decisions?		
HS Proficient	HS Accomplished	HS Advanced
MU:Cr2.1.C.Ia	MU:Cr2.1.C.IIa	MU:Cr2.1.C.IIIa
Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.	Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.
I CAN capture and organize sounds and musical ideas to express experiences, moods, images or stories.	I CAN I can capture and organize sounds and musical ideas and use them to express memories, experiences, moods, images or stories in sound.	I CAN I can capture and organize sounds and musical ideas and use them to express experiences or ideas in sound.

CREATING		
Anchor Standard 2: Organize and develop artistic ideas and work.		
MU:Cr2.1.Cb		
Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.		
Essential Question(s): How do musicians make creative decisions?		
HS Proficient	HS Accomplished	HS Advanced
MU:Cr2.1.C.Ib	MU:Cr2.1.C.IIb	MU:Cr2.1.C.IIIb
Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).	Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary).	Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.
I CAN show how my sounds and musical ideas were organized into a simple form.	I CAN show how my sounds and musical ideas were organized into different kinds of musical forms.	I CAN illustrate and show how my sounds and musical ideas were organized into simple and more complex musical forms.

CREATING		
Anchor Standard 3: Refine and complete artistic work.		
MU:Cr3.1.Ca		
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?		
HS Proficient	HS Accomplished	HS Advanced
MU:Cr3.1.C.Ia	MU:Cr3.1.C.IIa	MU:Cr3.1.C.IIIa
Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
I CAN refine musical material based on external criteria.	I CAN refine musical material based on internal and/or external criteria.	I CAN discover and refine musical material based on developed internal criteria.

CREATING		
Anchor Standard 3: Refine and complete artistic work.		
MU:Cr3.2.Ca		
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?		
HS Proficient	HS Accomplished	HS Advanced
MU:Cr3.2.C.Ia	MU:Cr3.2.C.IIa	MU:Cr3.2.C.IIIa
Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.	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.	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 CAN justify the elements of music which were employed to realize expressive intent.	I CAN justify and present the elements of music which were employed to realize expressive and compositional intent.	I CAN justify, teach and perform the elements of music which were employed to realize expressive and compositional intent.

CREATING		
Anchor Standard 3: Refine and complete artistic work.		
MU:Cr3.2.Cb		
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?		
HS Proficient	HS Accomplished	HS Advanced
MU:Cr3.2.C.Ib	MU:Cr3.2.C.IIb	MU:Cr3.2.C.IIIb
Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.	Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation.	Describe a variety of possible contexts and mediums for presenting personal works, and explain and compare how each could impact the success of the final composition and presentation.
I CAN discuss the given non-musical elements which impacted the composition.	I CAN evaluate non-musical elements which impact composition and performance in order to select an appropriate medium or context.	I CAN select and employ non-musical elements to successfully impact a composition and performance which apply to a variety of mediums or contexts.