



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

High School

Composition and Theory

MUSIC

RESPONDING		
Anchor Standard 7: Perceive and analyze artistic work.		
MU:Re7.1.Ca		
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?		
HS Proficient	HS Accomplished	HS Advanced
MU:Re7.1.C.Ia	MU:Re7.1.C.IIa	MU:Re7.1.C.IIIa
Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.	Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.	Apply researched or personally-developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.
I CAN analyze music within a given criteria and discuss the elements used for composition.	I CAN apply and justify internal and/or external criteria used to select repertoire for a variety of mediums.	I CAN discover, apply, and justify internal criteria which are used to select complex repertoire for a variety of mediums.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work

MU:Re7.2.Ca

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 does understanding the structure and context of music inform a response?

HS Proficient	HS Accomplished	HS Advanced
MU:Re7.2.C.Ia	MU:Re7.2.C.IIa	MU:Re7.2.C.IIIa
<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>I CAN hear the various elements of music and identify personal musical goals.</p>	<p>I CAN hear and visualize the various elements of music and explain influences on personal musical goals.</p>	<p>I CAN hear and evaluate the various elements of music and explain influences on personal musical goals with regards to aesthetic effectiveness.</p>

RESPONDING		
Anchor Standard 8: Interpret intent and meaning in artistic work.		
MU:Re8.1.Ca		
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?		
HS Proficient	HS Accomplished	HS Advanced
MU:Re8.1.C.Ia	MU:Re8.1.C.IIa	MU:Re8.1.C.IIIa
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.	Develop and support interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.	Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.
I CAN interpret the intent of musical compositions.	I CAN interpret and evaluate the intent of musical compositions.	I CAN interpret and justify the intent of musical compositions.

RESPONDING		
Anchor Standard 9: Apply criteria to evaluate artistic work.		
MU:Re9.1.Ca		
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)?		
HS Proficient	HS Accomplished	HS Advanced
MU:Re9.1.C.Ia	MU:Re9.1.C.IIa	MU:Re9.1.C.IIIa
Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.	Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.	Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques and procedures.
I CAN describe the effectiveness of a musical work using fundamental music theory vocabulary.	I CAN explain the effectiveness of a musical work using music theory vocabulary and compositional concepts.	I CAN evaluate the effectiveness of a musical work using complex music theory vocabulary and compositional concepts.

RESPONDING		
Anchor Standard 9: Apply criteria to evaluate artistic work.		
MU:Re9.1.Cb		
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)?		
HS Proficient	HS Accomplished	HS Advanced
MU:Re9.1.C.Ib	MU:Re9.1.C.IIb	MU:Re9.1.C.IIIb
Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.	Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.	Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.
I CAN discuss the value of feedback in the creative process.	I CAN demonstrate the use of feedback in the creative process.	I CAN reflect on the use of feedback in the creative process.