



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

High School

Traditional and Emerging Ensemble

MUSIC

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1Ea

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?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Re7.1.E.5a	MU:Re7.1.E.8a	MU:Re7.1.E.Ia	MU:Re7.1.E.IIa	MU:Re7.1.E.IIIa
Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.	Apply criteria to select music for specified purposes , supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.	Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.
I CAN give musical and personal reasons why I chose a piece of music.	I CAN explain, giving musical reasons that show interest, purpose and context, why I chose a piece of music.	I CAN apply criteria that help me support, through musical reasons, understanding of interests, purpose and context, the selection of music.	I CAN apply criteria that help me justify, through my musical knowledge and understanding of the purpose and context, the selection of music.	I CAN use research to develop criteria that allows me to use my musical knowledge, knowledge of the performer(s), and understanding of the purpose and context to select music.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.2Ea

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?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Re7.2.E.5a	MU:Re7.2.E.8a	MU:Re7.2.E.Ia	MU:Re7.2.E.IIa	MU:Re7.2.E.IIIa
Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	Describe how understanding context and the way the elements of music are manipulated inform the response to music.	Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.	Explain how the analysis of structures and contexts inform the response to music.	Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.
I CAN identify how knowledge of the context and the way the composer uses certain musical devices allows a deeper understanding of the composition.	I CAN describe how an understanding of the context and the way the composer uses the elements of music allows a deeper understanding of the composition.	I CAN explain how analyzing sections of a composition and understanding the way the composer used the elements of music allows a deeper understanding of the composition.	I CAN explain how analyzing the structure and context of composition allows for a deeper understanding of the music.	I CAN demonstrate and justify how an analysis of the structure, context of a composition and decisions made during a performance of it, allows for a deeper understanding of the music.

RESPONDING

Anchor Standard 8: Interpret intent and meaning in artistic work.

MU:Re8.1Ea

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?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Re8.1.E.5a	MU:Re8.1.E.8a	MU:Re8.1.E.Ia	MU:Re8.1.E.IIa	MU:Re8.1.E.IIIa
Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
I CAN identify how the context, text, and how the composer uses the elements of music, can help identify interpretations of the expressive intent and meaning of a work.	I CAN show how the treatment of the elements of music, the context, and text, can help identify and support interpretations of the expressive intent and meaning of a composition.	I CAN show, through research, how the treatment of the elements of music, the context, and text, can help explain and support various interpretations of the expressive intent and meaning of a composition.	I CAN cite evidence, through research, how the treatment of the elements of music, the context, and text, used by a composer supports interpretations of the expressive intent and meaning of a composition.	I CAN use multiple research methods and references to other art forms to justify interpretations of the expressive intent and meaning of musical works.

RESPONDING				
Anchor Standard 9: Apply criteria to evaluate artistic work.				
MU:Re9.1Ea				
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)?				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Re9.1.E.5a	MU:Re9.1.E.8a	MU:Re9.1.E.Ia	MU:Re9.1.E.IIa	MU:Re9.1.E.IIIa
Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.	Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	Evaluate works and performances based on personally- or collaboratively-developed criteria , including analysis of the structure and context.	Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
I CAN identify and describe how my experiences, interests, analysis and understanding of the context influence my evaluation of a composition.	I CAN explain how my experiences, interests, analysis and understanding of the context influence my evaluation of a composition.	I CAN use criteria, personally or collaboratively developed, and musical analysis to evaluate musical compositions and performances of those compositions.	I CAN use criteria, personally or collaboratively developed, research, musical analysis, interpretation of the structure and context to evaluate musical compositions and performances of those compositions.	I CAN use criteria, research, my experiences and interests, and understanding of the context to develop and justify evaluations of programs of music and performances of those compositions.