



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

High School

Harmonizing Instruments

MUSIC

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.1Ha

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?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Re7.1.H.5a	MU:Re7.1.H.8a	MU:Re7.1.H.1a	MU:Re7.1.H.2a	MU:Re7.1.H.3a
Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose or personal experience.	Explain reasons for selecting music 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.	Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context.	Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.
I CAN show and tell why I choose and like music.	I CAN explain why I choose music, and how I connect to it.	I CAN apply criteria and justify my choices for selecting music for a variety of purposes.	I CAN apply criteria and justify my choices for selecting music for a variety of purposes.	I CAN select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

MU:Re7.2Ha

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Question(s): How does understanding the structure and context of music inform a response?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Re7.2.H.5a	MU:Re7.2.H.8a	MU:Re7.2.H.Ia	MU:Re7.2.H.IIa	MU:Re7.2.H.IIIa
Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.	Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.	Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.	Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.	Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.
I CAN show and tell the parts of a song that repeat or sound the same or different.	I CAN describe how the context and parts of a song are used to transform a performance.	I CAN compare musical selections and explain how the elements of music and context inform the response.	I CAN explain how the analysis of structures and context of contrasting musical selections inform the response.	I CAN demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context and creative decisions inform the response.

RESPONDING

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

MU:Re8.1Ha

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.H.5a	MU:Re8.1.H.8a	MU:Re8.1.H.Ia	MU:Re8.1.H.IIa	MU:R8.1.H.IIIa
Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.	Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.
I CAN tell when the music changes feeling.	I CAN identify and support how the music changes feeling.	I CAN explain and support the expressive intent and meaning of the music with evidence.	I CAN explain and support the expressive intent and meaning of the music with evidence from a variety of sources.	I CAN establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.

RESPONDING

Anchor Standard 9: Apply criteria to evaluate artistic work.

MU:Re9.1Ha

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.H.5a	MU:Re9.1.H.8a	MU:Re9.1.H.Ia	MU:Re9.1.H.IIa	MU:Re9.1.H.IIIa
Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.	Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.	Develop and apply teacher provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.	Apply personally-developed and established criteria based on research , personal preference, analysis, interpretation, expressive intent , and musical qualities to evaluate contrasting individual and small group musical selections for listening.	Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.
I CAN make a connection between my life and the music.	I CAN explain how personal experiences, contexts, and interests impact how we judge a variety of music.	I CAN apply teacher developed criteria based on personal preference, analysis, and context to evaluate musical selections for listening.	I CAN apply teacher developed criteria based on personal preference, analysis, and context to evaluate contrasting musical selections for listening.	I CAN develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.