

Music Competencies	Anchor Standards
Creating	
I can conceive and develop new musical ideas and work.	Anchor Standard 1: Generate and conceptualize musical ideas and works.
	Anchor Standard 2: Organize and develop musical ideas and works.
	Anchor Standard 3: Refine and complete musical works.
Performing* (NH says presenting)	
I can realize musical ideas and work through interpretation and presentation.	Anchor Standard 4: Select, analyze, and interpret musical works for presentation.
	Anchor Standard 5: Develop and refine musical techniques and work for presentation.
	Anchor Standard 6: Convey meaning through the presentation of musical works.
Responding	
I can understand and evaluate how music conveys meaning.	Anchor Standard 7: Perceive and analyze musical works.
	Anchor Standard 8: Interpret intent and meaning in musical works.
	Anchor Standard 9: Apply criteria to evaluate musical works.
Connecting	
I can relate musical ideas and work with personal meaning and external context.	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make music.
	Anchor Standard 11: Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.
Source:	
NH Arts Model Competencies:	
https://www.education.nh.gov/innovations/hs_redesign/documents/nhsbea-arts-final.pdf	
Additional Resources:	

<http://www.nationalartsstandards.org/sites/default/files/Music%20at%20a%20Glance%20rev%202012-1-16.pdf>

Music			National Core Arts Standards Alignment
MU.1	Creating	I can conceive and develop new musical ideas and work.	MU: Cr
MU.1.1	Generate and conceptualize artistic ideas and work.	How do musicians generate creative ideas? (Imagine)	MU: Cr.1
MU.1.2	Organize and develop artistic ideas and work.	How do musicians make creative decisions? (plan and make)	MU: Cr.2
MU.1.3	Refine and complete artistic work.	How do musicians improve the quality of their creative work? (evaluate and refine) When is creative work ready to share? (present)	MU: Cr.3
MU.2	Performing	I can realize musical ideas and work through interpretation and presentation.	MU: Pr
MU.2.1	Select, analyze and interpret musical works for presentation.	How do performers select repertoire? (select) How does understanding the structure and context of musical works inform performance? (analyze) How do performers interpret musical works? (interpret)	MU: Pr.4
MU.2.2	Develop and refine musical techniques and works for presentation.	How do musicians improve the quality of their performance? (rehearse, evaluate and refine)	MU: Pr.5
MU.2.3	Convey meaning through the presentation of musical works.	When is a performance judged ready to present? How do context and the manner in which musical work is present influence audience response? (present)	MU: Pr.6
MU. 3	Responding	I can understand and evaluate how music conveys meaning.	MU:Re
MU.3.1	Perceive and analyze musical works.	How do individuals choose music to experience? (select) How do individuals choose music to experience? (analyze)	MU:Re.7
MU.3.2	Interpret intent and meaning in musical works.	How do we discern the musical creators' and performers' expressive intent? (interpret)	MU:Re.8
MU.3.3	Apply criteria to evaluate musical works.	How do we judge the quality of musical work(s) and performance(s)? (evaluate)	MU:Re.9
MU. 4	Connecting	I can relate musical ideas and work with personal meaning and external context.	MU:Cn
MU.4.1	Synthesize and relate knowledge and personal experiences to make music.	How do musicians make meaningful connections to creating, performing, and responding?	MU:Cn.10
MU.4.2	Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?	MU:Cn.11
Sources:	National Core Arts Standards for Music: https://www.nationalartsstandards.org/sites/default/files/Music%20at%20a%20Glance%20rev%2012-1-16.pdf		
Feedback:			

Creating

Date

I can conceive and develop new musical ideas and work.

	Foundational Skills	LEVEL 2	LEVEL 4	LEVEL 6	LEVEL 8	LEVEL 10	LEVEL 12
Generate and conceptualize artistic ideas and work. (MU:Cr1)	With guidance, I can generate musical ideas (such as movements or motives).	I can improvise rhythmic and melodic patterns.	I can generate rhythms and melodies.	I can generate rhythmic, melodic and harmonic phrases.	I can generate rhythmic, melodic and harmonic phrases within expanded forms (binary, ternary, etc).	I can generate rhythmic, melodic and harmonic ideas that reflect characteristics of music from a variety of historical periods.	I can generate rhythmic, melodic and harmonic ideas that reflect characteristics of music from a variety of historical periods and cultures.
Organize and develop artistic ideas and work. (MU:Cr2)	With guidance, I can organize favorite ideas using iconic notation.	With guidance, I can use standard notation to document personal musical ideas.	With limited guidance, I can use standard notation to document rhythmic and melodic musical ideas.	I can use standard notation to document rhythmic and melodic musical ideas.	I can use standard notation to document rhythmic, melodic and harmonic musical ideas within expanded forms.	I can use standard notation to document original rhythmic, melodic and harmonic ideas that reflect characteristics of music from a variety of historical periods.	I can use standard notation to document original rhythmic, melodic and harmonic ideas that reflect characteristics of music from a variety of historical periods and cultures.
Refine and complete artistic work. (MU:Cr3)	With guidance, I can demonstrate a final version of my musical ideas to peers.	I can apply personal, peer and teacher feedback to revise personal music.	I can present the final version of personal create music to others and explain connection to expressive intent.	I can evaluate my own work applying teacher provided criteria, such as the elements of music.	I can describe the rationale for refining my work by explaining my choices, based on evaluation criteria.	I can apply teacher provided criteria to critique, improve and refine drafts of original music reflecting a variety of historical periods.	I can perform final versions of improvisations, compositions and accompaniments, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

Performing

Date

I can realize musical ideas and work through interpretation and presentation.

	Foundational Skills	LEVEL 2	LEVEL 4	LEVEL 6	LEVEL 8	LEVEL 10	LEVEL 12
Select, analyze and interpret musical works for presentation. (MU:Pr4)	I can demonstrate awareness of music contrasts (opposites).	I can demonstrate understanding of expressive qualities (such as dynamics and tempo).	When analyzing selected music, I can read and perform using standard notation.	I can apply teacher-provided criteria for selecting music to perform for a specific purpose and/or explain why each was chosen.	I can compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.	I can identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music.	I can explain and present interpretations that demonstrate and describe the context (social, cultural, and historical), and an understanding of the creators' intent in repertoire for varied programs of music.
Develop and refine musical techniques and works for presentation. (MU:Pr5)	With guidance, I can use suggested strategies in rehearsal to improve the expressive qualities of music.	I can apply established criteria to judge the accuracy, expressiveness and effectiveness of performances.	I can rehearse to refine technical accuracy, expressive qualities and identified performance challenges.	I can identify and apply teacher-provided criteria to rehearse, refine and determine when a piece is ready to perform.	I can identify and apply personally-developed criteria to rehearse, refine and determine when a piece is ready to perform.	I can apply teacher-provided criteria to critique performances or a varied repertoire of music and identify practice strategies to address performance challenges and refine the performance.	I can develop and apply criteria to critique performances of a varied repertoire of music, and create rehearsal strategies to address performance challenges and refine the performances.
Convey meaning through the presentation of musical works. (MU:Pr6)	I can perform appropriately for the audience with expression.	I can perform appropriately for the audience with expression and technical accuracy.	I can demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre and style.	I can perform music with technical accuracy to convey the creators' intent.	I can perform music with technical accuracy, stylistic expression and culturally authentic practices in music to convey the creators' intent.	I can perform music with technical accuracy and stylistic expression demonstrating sensitivity to the audience and an understanding of the context (social, cultural or historical).	I can perform music in individual and group performances with technical accuracy and stylistic expression demonstrating sensitivity to the audience and an understanding of the context (social, cultural or historical).

Responding

Date

I can understand and evaluate how music conveys meaning.

	Foundational Skills	LEVEL 2	LEVEL 4	LEVEL 6	LEVEL 8	LEVEL 10	LEVEL 12
Perceive and analyze musical works. (MU:Re7)	With guidance I can state personal interests and demonstrate why I prefer some music selections over others.	I can describe how specific music concepts are used to support a specific purpose in music.	I can demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and the context.	I can describe how the elements of music and expressive qualities relate to the structure of the pieces.	I can compare how the elements of music and expressive qualities relate to the structure within programs of music.	I can explain how the analysis of the structure and context of contrasting musical selections formed my response.	I can demonstrate and justify how the structural characteristics function within a variety of musical sections, and distinguish how context and creative decisions inform the response.
Interpret intent and meaning in musical works. (MU:Re8)	With guidance, I can explore music's expressive qualities (such as dynamics and tempo).	I can demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent.	I can demonstrate and explain how the expressive qualities are used in performers' and personal interpretations to reflect expressive intent.	I can describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities convey expressive intent.	I can explain how creators' or performers' apply the elements of music to convey expressive intent.	I can 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 the setting of the text.	I can explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, the setting of the text and vared researched sources.
Apply criteria to evaluate musical works. (MU:Re9)	With guidance, I can apply personal and expressive preferences in the evaluation of music.	I can apply personal and expressive preferences in the evaluation of music for specific purposes.	I can evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.	I can apply teacher-provided criteria to evaluate musical works or performances.	I can apply appropriate personally-developed criteria to evaluate musical works or performances.	I can apply appropriate personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent and musical qualities to evaluate musical works or performances.	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.

Connecting

Date

I can relate musical ideas and work with personal meaning and external context.

	Foundational Skills	LEVEL 2	LEVEL 4	LEVEL 6	LEVEL 8	LEVEL 10	LEVEL 12
Synthesize and relate knowledge and personal experiences to make music. (MU:Cn10)	With guidance I can demonstrate and state personal interest in varied musical selections.	I can explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.	I can demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, or contexts.	I can select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.	I can select programs of music and demonstrate the connections to an interest or experience for a specific purpose.	I can apply criteria to select music for specified purposes, supporting choice by citing characteristics found in the music and connections to interest, purpose and context.	I can demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.
Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. (MU:Cn11)	With guidance, I can demonstrate how a specific music concept (such as beat, or melodic direction) is used in music.	I can demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.	I can describe how context (such as personal and social) can inform a performance.	I can explain how context (such as personal and social) informs a performance.	I can identify how cultural and historical context inform performance and results in different music interpretations.	I can demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.	I can demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.