

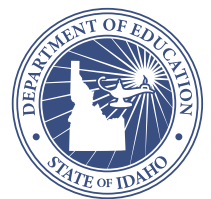


# IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES

**MUSIC**

*Composition and Theory*



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
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# Idaho Fine Arts Standards – Music Composition and/or Theory

## Music - Composition and/or Theory Strand

Music - Composition and/or Theory Strand					
Creating	Anchor Standard 1: Generate and conceptualize artistic ideas and work. 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?			Creating	
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; background-color: #ADD8E6;"><b>Proficient</b></td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;"><b>Accomplished</b></td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;"><b>Advanced</b></td> </tr> </table>				<b>Proficient</b>
<b>Proficient</b>	<b>Accomplished</b>	<b>Advanced</b>			
Imagine	MU:Cr1.1.C.Ia Describe how sounds and short <b>musical ideas</b> can be used to represent personal experiences, <b>moods</b> , visual images, and/or <b>storylines</b> .	MU:Cr1.1.C.IIa Describe <i>and demonstrate</i> how sounds and <b>musical ideas</b> can be used to represent <b>sonic events</b> , <i>memories</i> , visual images, <i>concepts</i> , <i>texts</i> , or <b>storylines</b> .	MU:Cr1.1.C.IIIa Describe and demonstrate <i>multiple ways in which</i> sounds and <b>musical ideas</b> can be used to represent <i>extended</i> <b>sonic experiences</b> or <i>abstract ideas</i> .	Imagine	
Creating	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?			Creating	
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; background-color: #ADD8E6;"><b>Proficient</b></td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;"><b>Accomplished</b></td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;"><b>Advanced</b></td> </tr> </table>				<b>Proficient</b>
<b>Proficient</b>	<b>Accomplished</b>	<b>Advanced</b>			
Plan & Make	MU:Cr2.1.C.Ia Assemble and organize sounds or short <b>musical ideas</b> to <b>create</b> initial <b>expressions</b> of selected experiences, <b>moods</b> , images, or <b>storylines</b> .	MU:Cr2.1.C.IIa Assemble and organize multiple sounds or <b>musical ideas</b> to <b>create</b> initial expressive statements of selected <b>sonic events</b> , <i>memories</i> , images, <i>concepts</i> , <i>texts</i> , or <b>storylines</b> .	MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or extended <b>musical ideas</b> to <b>create</b> initial expressive statements of selected <i>extended</i> <b>sonic experiences</b> or <i>abstract ideas</i> .	Plan & Make	
	MU:Cr2.1.C.Ib Identify and describe the development of sounds or short <b>musical ideas</b> in drafts of music within <b>simple forms</b> (such as <b>onepart</b> , <b>cyclical</b> , or <b>binary</b> ).	MU:Cr2.1.C.IIb Describe and explain the development of sounds and <b>musical ideas</b> in drafts of music within a variety of <b>simple</b> or <b>moderately complex forms</b> (such as <b>binary</b> , <b>rondo</b> , or <b>ternary</b> ).	MU:Cr2.1.C.IIIb Analyze and demonstrate the development of sounds and extended <b>musical ideas</b> in drafts of music within a <i>variety of</i> <b>moderately complex</b> or <b>complex forms</b> .		
Creating	Anchor Standard 3: Refine and complete artistic work. 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?			Creating	
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; background-color: #ADD8E6;"><b>Proficient</b></td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;"><b>Accomplished</b></td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;"><b>Advanced</b></td> </tr> </table>				<b>Proficient</b>
<b>Proficient</b>	<b>Accomplished</b>	<b>Advanced</b>			
Evaluate & Refine	MU:Cr3.1.C.Ia Identify, describe, and apply <b>teacherprovided criteria</b> to assess and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of evolving drafts leading to final versions.	MU:Cr3.1.C.IIa Identify, describe, and apply <i>selected</i> <b>teacher-provided</b> or <b>personally-developed criteria</b> to assess and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of evolving drafts leading to final versions.	MU:Cr3.1.C.IIIa <i>Research</i> , identify, <i>explain</i> , and apply <b>personally-developed criteria</b> to assess and <b>refine</b> the <b>technical</b> and <b>expressive aspects</b> of evolving drafts leading to final versions.	Evaluate & Refine	
Creating	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?			Creating	
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; background-color: #ADD8E6;"><b>Proficient</b></td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;"><b>Accomplished</b></td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;"><b>Advanced</b></td> </tr> </table>				<b>Proficient</b>
<b>Proficient</b>	<b>Accomplished</b>	<b>Advanced</b>			
Present	MU:Cr3.2.C.Ia <b>Share</b> music through the use of notation, <b>performance</b> , or technology, and demonstrate how the <b>elements of music</b> have been employed to realize <b>expressive intent</b> .	MU:Cr3.2.C.IIa <b>Share</b> music through the use of notation, <i>solo or group</i> <b>performance</b> , or technology, and demonstrate and <i>describe</i> how the <b>elements of music</b> and <b>compositional techniques</b> have been employed to realize <b>expressive intent</b> .	MU:Cr3.2.C.IIIa <b>Share</b> music through the use of notation, solo or group <b>performance</b> , or technology, and demonstrate <i>and explain</i> how the <b>elements of music</b> , <b>compositional techniques</b> and <i>processes</i> have been employed to realize <b>expressive intent</b> .	Present	
	MU:Cr3.2.C.Ib Describe the given <b>context</b> and performance medium for presenting personal works, and how they impact the final <b>composition</b> and presentation.	MU:Cr3.2.C.IIb Describe the <i>selected</i> <b>contexts</b> and performance mediums for presenting personal works, and <i>explain why</i> they <i>successfully</i> impact the final <b>composition</b> and presentation.	MU:Cr3.2.C.IIIb Describe a <i>variety of possible</i> <b>contexts</b> and <i>mediums</i> for presenting personal works, and <i>explain and compare how each could impact the success of</i> the final <b>composition</b> and presentation.		

# Idaho Fine Arts Standards – Music Composition and/or Theory

## Music - Composition and/or Theory Strand

Music - Composition and/or Theory Strand				
Performing	<b>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</b> <b>Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?</b>			Performing
	Proficient	Accomplished	Advanced	
Select	MU:Pr4.1.C.Ia Identify and select specific excerpts, passages, or <b>sections in musical works</b> that express a personal experience, <b>mood</b> , visual image, or <b>storyline</b> in simple <b>forms</b> (such as <b>one-part, cyclical, binary</b> ).	MU:Pr4.1.C.IIa Identify and select specific passages, <b>sections, or movements in musical works</b> that express personal experiences and interests, <b>moods</b> , visual images, concepts, texts, or <b>storylines</b> in <b>simple forms</b> (such as <b>binary, ternary, rondo</b> ) or <b>moderately complex forms</b> .	MU:Pr4.1.C.IIIa Identify and select specific <b>sections, movements, or entire works</b> that express personal experiences and interests, <b>moods</b> , visual images, concepts, texts, or <b>storylines</b> in <b>moderately complex or complex forms</b> .	Select
Performing	<b>Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?</b>			Performing
	Proficient	Accomplished	Advanced	
Analyze	MU:Pr4.2.C.Ia <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b> ) of selected works relate to <b>style</b> and <b>mood</b> , and explain the implications for rehearsal or <b>performance</b> .	MU:Pr4.2.C.IIa <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b> ) of selected works relate to the <b>style, function, and context</b> , and explain the implications for rehearsal <b>and performance</b> .	MU:Pr4.2.C.IIIa <b>Analyze</b> how the <b>elements of music</b> (including <b>form</b> ), and <b>compositional techniques</b> of selected works relate to the <b>style, function, and context</b> , and explain <b>and support</b> the <b>analysis</b> and its implications for rehearsal and <b>performance</b> .	Analyze
Performing	<b>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?</b>			Performing
	Proficient	Accomplished	Advanced	
Interpret	MU:Pr4.3.C.Ia Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music, style, and mood</b> , explaining how the interpretive choices reflect the creators’ <b>intent</b> .	MU:Pr4.3.C.IIa Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music, style, mood, function, and context</b> , explaining and <b>supporting</b> how the interpretive choices reflect the creators’ <b>intent</b> .	MU:Pr4.3.C.IIIa Develop <b>interpretations</b> of works based on an understanding of the use of <b>elements of music (including form), compositional techniques, style, function, and context</b> , explaining and <b>justifying</b> how the interpretive choices reflect the creators’ <b>intent</b> .	Interpret
Performing	<b>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</b> <b>Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?</b>			Performing
	Proficient	Accomplished	Advanced	
Rehearse, Evaluate, and Refine	MU:Pr5.1.C.Ia Create rehearsal plans for works, identifying repetition and variation within the <b>form</b> .	MU:Pr5.1.C.IIa Create rehearsal plans for works, identifying the <b>form</b> , repetition and variation within the form, and the <b>style and historical or cultural context</b> of the work.	MU:Pr5.1.C.IIIa Create rehearsal plans for works, identifying the <b>form</b> , repetition and variation within the form, <b>compositional techniques</b> , and the <b>style and historical or cultural context</b> of the work.	Rehearse, Evaluate, and Refine
	MU:Pr5.1.C.Ib Using <b>established criteria</b> and feedback, identify the way(s) in which <b>performances</b> convey the <b>elements of music, style, and mood</b> .	MU:Pr5.1.C.IIb Using <b>established criteria</b> and feedback, identify the ways in which performances convey the <b>formal design, style, and historical/cultural context</b> of the works.	MU:Pr5.1.C.IIIb Using <b>established criteria</b> and feedback, identify the ways in which performances use <b>compositional techniques</b> and convey the <b>formal design, style, and historical/cultural context</b> of the works.	
	MU:Pr5.1.C.Ic Identify and implement strategies for improving the <b>technical and expressive aspects</b> of multiple works.	MU:Pr5.1.C.IIc Identify and implement strategies for improving the <b>technical and expressive aspects</b> of <b>varied</b> works.	MU:Pr5.1.C.IIIc Identify, <b>compare</b> , and implement strategies for improving the <b>technical and expressive aspects</b> of multiple <b>contrasting</b> works.	
Performing	<b>Anchor Standard 6: Convey meaning through the presentation of artistic work.</b> <b>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</b>			Performing
	Proficient	Accomplished	Advanced	
Present	MU:Pr6.1.C.Ia Share live or recorded <b>performances</b> of works (both personal and others’), and explain how the <b>elements of music</b> are used to convey <b>intent</b> .	MU:Pr6.1.C.IIa Share live or recorded <b>performances</b> of works (both personal and others’), and explain how the <b>elements of music and compositional techniques</b> are used to convey <b>intent</b> .	MU:Pr6.1.C.IIIa Share live or recorded <b>performances</b> of works (both personal and others’), and explain <b>and/or demonstrate understanding of</b> how the <b>expressive intent</b> of the music is conveyed.	Present
MU:Pr6.1.C.Ib Identify how <b>compositions</b> are appropriate for an audience or <b>context</b> , and how this will shape future compositions.	MU:Pr6.1.C.IIb <b>Explain</b> how <b>compositions</b> are appropriate for <b>both audience and context</b> , and how this will shape future compositions.	MU:Pr6.1.C.IIIb <b>Explain</b> how <b>compositions</b> are appropriate for a <b>variety of audiences and contexts</b> , and how this will shape future compositions.		

# Idaho Fine Arts Standards – Music Composition and/or Theory

## Music - Composition and/or Theory Strand

Music - Composition and/or Theory Strand				
Responding	<b>Anchor Standard 7: Perceive and analyze artistic work</b> 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?			Responding
Proficient		Accomplished		Advanced
Select	MU:Re7.1.C.Ia Apply <b>teacher-provided criteria</b> to select music that expresses a personal experience, <b>mood</b> , visual image, or <b>storyline</b> in simple <b>forms</b> (such as <b>one-part, cyclical, binary</b> ), and describe the choices as models for <b>composition</b> .	MU:Re7.1.C.IIa Apply <b>teacher-provided or personally-developed criteria</b> to select music that expresses <i>personal experiences and interests, moods, visual images, concepts, texts, or storylines</i> in <b>simple or moderately complex forms</b> , and describe and <i>defend</i> the choices as models for <b>composition</b> .	MU:Re7.1.C.IIIa Apply <i>researched or personally developed criteria</i> to select music that expresses personal experiences and interests, visual images, concepts, texts, or <b>storylines</b> in <b>moderately complex or complex forms</b> , and describe and <i>justify</i> the choice as models for <b>composition</b> .	Select
Responding	<b>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</b> Essential Question(s): How does understanding the structure and context of music inform a response?			Responding
Proficient		Accomplished		Advanced
Analyze	MU:Re7.2.C.Ia <b>Analyze</b> aurally the <b>elements of music</b> (including <b>form</b> ) of <b>musical works</b> , relating them to <b>style, mood</b> , and <b>context</b> , and describe how the <b>analysis</b> provides models for personal growth as <b>composer</b> , performer, and/or listener.	MU:Re7.2.C.IIa <b>Analyze</b> aurally <i>and/or by reading the scores of musical works</i> the <b>elements of music (including form)</b> , <b>compositional techniques and procedures</b> , relating them to <b>style, mood</b> , and <b>context</b> ; and <i>explain</i> how the <b>analysis</b> provides models for personal growth as <b>composer</b> , performer, and/or listener.	MU:Re7.2.C.IIIa <b>Analyze</b> aurally and/or by reading the <b>scores of musical works</b> the <b>elements of music (including form)</b> , <b>compositional techniques and procedures</b> , relating them to <i>aesthetic effectiveness, style, mood, and context</i> ; and explain how the <b>analysis</b> provides models for personal growth as <b>composer</b> , performer, and/or listener.	Analyze
Responding	<b>Anchor Standard 8: Interpret intent and meaning in artistic work.</b> 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?			Responding
Proficient		Accomplished		Advanced
Interpret	MU:Re8.1.C.Ia Develop and explain <b>interpretations</b> of varied works, demonstrating an understanding of the composers' <b>intent</b> by citing <b>technical and expressive aspects</b> as well as the <b>style/genre</b> of each work.	MU:Re8.1.C.IIa Develop and <i>support</i> <b>interpretations</b> of varied works, demonstrating an understanding of the composers' <b>intent</b> by citing <i>the use of elements of music (including form), compositional techniques</i> , and the <b>style/genre and context</b> of each work.	MU:Re8.1.C.IIIa Develop, <i>justify and defend</i> <b>interpretations</b> of varied works, demonstrating an understanding of the composers' <b>intent</b> by citing the use of <b>elements of music (including form), compositional techniques</b> , and the <b>style/genre and context</b> of each work.	Interpret
Responding	<b>Anchor Standard 9: Apply criteria to evaluate artistic work.</b> 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)?			Responding
Proficient		Accomplished		Advanced
Evaluate	MU:Re9.1.C.Ia Describe the effectiveness of the <b>technical and expressive aspects</b> of selected music and <b>performances</b> , demonstrating understanding of <b>fundamentals of music theory</b> .	MU:Re9.1.C.IIa <i>Explain</i> the effectiveness of the <b>technical and expressive aspects</b> of selected music and <b>performances</b> , demonstrating understanding of <i>music theory as well as compositional techniques and procedures</i> .	MU:Re9.1.C.IIIa Evaluate the effectiveness of the <b>technical and expressive aspects</b> of selected music and <b>performances</b> , demonstrating understanding of <i>theoretical concepts and complex compositional techniques and procedures</i> .	Evaluate
	MU:Re9.1.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.	MU:Re9.1.C.IIb Describe ways in which critiquing others' work and receiving feedback from others <i>have been specifically</i> applied in the personal creative process.	MU:Re9.1.C.IIIb Describe <i>and evaluate</i> ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.	

# Idaho Fine Arts Standards – Music Composition and/or Theory

## Music - Composition and/or Theory Strand

Music - Composition and/or Theory Strand				
Connecting	<b>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</b> <b>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</b> <b>Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?</b>			Connecting
	<b>Proficient</b> MU:Cn10.1.C.Ia	<b>Accomplished</b> MU:Cn10.1.C.IIa	<b>Advanced</b> MU:Cn10.1.C.IIIa	
	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Connecting	<b>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b> <b>Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</b> <b>Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</b>			Connecting
	<b>Proficient</b> MU:Cn11.1.C.Ia	<b>Accomplished</b> MU:Cn11.1.C.IIa	<b>Advanced</b> MU:Cn11.1.C.IIIa	
	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	

\*Green text indicates modifications by Music Executive Committee members