

# Idaho Fine Arts Standards – Music, Traditional & Emerging Ensembles

Music - Traditional and Emerging Ensembles Strand (i.e. Performing Ensembles)						
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
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Imagine	MU:Cr1.1.E.5a Compose and <b>improvise</b> melodic and rhythmic ideas or <b>motives</b> that reflect characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr1.1.E.8a Compose and <b>improvise</b> ideas for <b>melodies and rhythmic passages</b> based on characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr1.1.E.1a Compose and <b>improvise</b> ideas for <b>melodies, rhythmic passages, and arrangements</b> for specific <b>purposes</b> that reflect characteristic(s) of music from a variety of <b>historical periods</b> studied in rehearsal.	MU:Cr1.1.E.11a Compose and <b>improvise</b> ideas for <b>arrangements, sections, and short compositions</b> for specific <b>purposes</b> that reflect characteristic(s) of music from a variety of <b>cultures</b> studied in rehearsal.	MU:Cr1.1.E.111a Compose and <b>improvise musical ideas</b> for a variety of <b>purposes and contexts</b> .	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
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Plan & Make	MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or <b>motives</b> that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr2.1.E.8a Select and develop draft <b>melodies and rhythmic passages</b> that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr2.1.E.1a Select and develop draft <b>melodies, rhythmic passages, and arrangements</b> for specific <b>purposes</b> that demonstrate understanding of characteristic(s) of music from a variety of <b>historical periods</b> studied in rehearsal.	MU:Cr2.1.E.11a Select and develop <b>arrangements, sections, and short compositions</b> for specific <b>purposes</b> that demonstrate understanding of characteristic(s) of music from a variety of <b>cultures</b> studied in rehearsal.	MU:Cr2.1.E.111a Select and develop composed and improvised ideas into draft <b>musical works</b> organized for a variety of <b>purpose s and contexts</b> .	Plan & Make
	MU:Cr2.1.E.5b Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation</b> and audio recording.	MU:Cr2.1.E.8b Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation</b> and audio recording.	MU:Cr2.1.E.1b Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation</b> and audio recording.	MU:Cr2.1.E.11b Preserve draft <b>compositions</b> and <b>improvisations</b> through <b>standard notation, audio, or video</b> recording.	MU:Cr2.1.E.111b Preserve draft <b>musical works</b> through <b>standard notation, audio, or video</b> recording.	Plan & Make
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
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Evaluate & Refine	MU:Cr3.1.E.5a Evaluate and <b>refine</b> draft <b>compositions</b> and <b>improvisations</b> based on knowledge, skill, and <b>teacher-provided criteria</b> .	MU:Cr3.1.E.8a Evaluate and <b>refine</b> draft <b>compositions</b> and <b>improvisations</b> based on knowledge, skill, and <b>collaboratively-developed criteria</b> .	MU:Cr3.1.E.1a Evaluate and <b>refine</b> draft <b>melodies, rhythmic passages, arrangements, and improvisations</b> based on <b>established criteria</b> , including the extent to which they address <b>identified purposes</b> .	MU:Cr3.1.E.11a Evaluate and <b>refine</b> draft <b>arrangements, sections, short compositions, and improvisations</b> based on <b>personally-developed criteria</b> , including the extent to which they address <b>identified purposes</b> .	MU:Cr3.1.E.111a Evaluate and <b>refine</b> varied draft <b>musical works</b> based on <b>appropriate criteria, including the extent to which they address identified purposes and contexts</b> .	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
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Present	MU:Cr3.2.E.5a <b>Share</b> personally-developed melodic and rhythmic ideas or <b>motives</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	MU:Cr3.2.E.8a <b>Share</b> personally-developed <b>melodies and rhythmic passages</b> – individually or as an <b>ensemble</b> – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	MU:Cr3.2.E.1a <b>Share</b> personally-developed <b>melodies, rhythmic passages, and arrangements</b> – individually or as an <b>ensemble</b> – that <b>address identified purposes</b> .	MU:Cr3.2.E.11a <b>Share</b> personally-developed <b>arrangements, sections, and short compositions</b> – individually or as an <b>ensemble</b> – that address <b>identified purposes</b> .	MU:Cr3.2.E.111a <b>Share</b> varied, personally-developed <b>musical works</b> – individually or as an <b>ensemble</b> – that address <b>identified purposes and contexts</b> .	Present

# Idaho Fine Arts Standards – Music, Traditional & Emerging Ensembles

Music - Traditional and Emerging Ensembles Strand						
Performing	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. 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?					Performing
	Novice		Intermediate		Proficient	
Select	MU:Pr4.1.E.5a Select varied <b>repertoire</b> to study based on interest, music reading skills (where appropriate), an understanding of the <b>structure</b> of the music, <b>context</b> , and the <b>technical skill</b> of the individual or <b>ensemble</b> .	MU:Pr4.1.E.8a Select a varied <b>repertoire</b> to study based on music reading skills (where appropriate), <i>an understanding of <b>formal design</b></i> in the music, <b>context</b> , and the <b>technical skill</b> of the individual and <b>ensemble</b> .	MU:Pr4.1.E.1a Explain the <b>criteria</b> used to select a varied <b>repertoire</b> to study <i>based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics of the music</i> , the <b>technical skill</b> of the individual or <b>ensemble</b> , and the <b>purpose</b> or <b>context</b> of the <b>performance</b> .	MU:Pr4.1.E.1a Develop and apply <b>criteria</b> to select a varied <b>repertoire</b> to study <i>and <b>perform</b></i> based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics <i>and expressive challenges in the music</i> , the <b>technical skill</b> of the individual or <b>ensemble</b> , and the <b>purpose</b> and <b>context</b> of the <b>performance</b> .	MU:Pr4.1.E.11a Develop and apply <b>criteria</b> to select varied <b>programs</b> to study and <b>perform</b> based on an understanding of <b>theoretical</b> and <b>structural</b> characteristics and expressive challenges in the music, the <b>technical skill</b> of the individual or <b>ensemble</b> , and the <b>purpose</b> and <b>context</b> of the <b>performance</b> .	Select
	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?					
Performing	Novice		Intermediate		Proficient	
	Novice		Intermediate		Proficient	
Analyze	MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in <b>musical works</b> inform prepared or improvised <b>performances</b> .	MU:Pr4.2.E.8a Demonstrate, using music reading skills where appropriate, <i>how the <b>setting</b> and formal characteristics of musical works contribute to understanding the <b>context</b> of the music</i> in prepared or improvised <b>performances</b> .	MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, <i>how <b>compositional devices</b> employed and <b>theoretical</b> and <b>structural</b> aspects of musical works impact and inform</i> prepared or improvised <b>performances</b> .	MU:Pr4.2.E.1a Document and demonstrate, using music reading skills where appropriate, how <b>compositional devices</b> employed and <b>theoretical</b> and <b>structural</b> aspects of <b>musical works</b> may impact and inform prepared <i>and</i> improvised <b>performances</b> .	MU:Pr4.2.E.11a Examine, evaluate, and critique, using music reading skills where appropriate, how the <b>structure</b> and <b>context</b> impact and inform prepared and improvised <b>performances</b> .	Analyze
	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?					
Performing	Novice		Intermediate		Proficient	
	Novice		Intermediate		Proficient	
Interpret	MU:Pr4.3.E.5a Identify <b>expressive qualities</b> in a varied <b>repertoire</b> of music that can be demonstrated through prepared and improvised <b>performances</b> .	MU:Pr4.3.E.8a Demonstrate understanding and application of <b>expressive qualities</b> in a varied <b>repertoire</b> of music through prepared and improvised <b>performances</b> .	MU:Pr4.3.E.1a Demonstrate an understanding of <b>context</b> in a varied <b>repertoire</b> of music through prepared and improvised <b>performances</b> .	MU:Pr4.3.E.1a Demonstrate how understanding the <b>style</b> , <b>genre</b> , and <b>context</b> of a varied <b>repertoire</b> of music <i>influences</i> prepared and improvised <b>performances</b> <i>as well as performers' <b>technical skill</b> to connect with the audience</i> .	MU:Pr4.3.E.11a Demonstrate how understanding the <b>style</b> , <b>genre</b> , and <b>context</b> of a varied <b>repertoire</b> of music <i>informs</i> prepared and improvised <b>performances</b> <i>as well as performers' <b>technical skill</b> to connect with the audience</i> .	Interpret

# Idaho Fine Arts Standards – Music, Traditional & Emerging Ensembles

Performing	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. 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?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Rehearse, Evaluate & Refine	MU:Pr5.1.E.5a Use self-reflection and peer feedback to <b>refine</b> individual and <b>ensemble performances</b> of a varied <b>repertoire</b> of music.	MU:Pr5.1.E.8a <i>Develop strategies to address <b>technical challenges</b> in a varied <b>repertoire</b> of music and evaluate their success using feedback from <b>ensemble</b> peers and other sources to <b>refine performances</b>.</i>	MU:Pr5.1.E.1a Develop strategies to address <i>expressive challenges</i> in a varied <b>repertoire</b> of music, and evaluate their success using feedback from <b>ensemble</b> peers and other sources to <b>refine performances</b> .	MU:Pr5.1.E.11a Develop <i>and apply appropriate rehearsal strategies to address individual and <b>ensemble challenges</b></i> in a varied <b>repertoire</b> of music, and evaluate their success.	MU:Pr5.1.E.111a Develop, apply, and <b>refine</b> appropriate rehearsal strategies to address individual and <b>ensemble</b> challenges in a varied <b>repertoire</b> of music.	Rehearse, Evaluate & Refine
Performing	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. 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?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Present	MU:Pr6.1.E.5a Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music.	MU:Pr6.1.E.8a Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music representing diverse <b>cultures and styles</b> .	MU:Pr6.1.E.1a Demonstrate attention to <b>technical accuracy</b> and <b>expressive qualities</b> in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> of music representing diverse <b>cultures, styles, and genres</b> .	MU:Pr6.1.E.11a Demonstrate mastery of the technical demands and an understanding of <b>expressive qualities</b> of the music in prepared and improvised <b>performances</b> of a varied <b>repertoire</b> representing diverse <b>cultures, styles, genres, and historical periods</b> .	MU:Pr6.1.E.111a Demonstrate an <i>understanding and mastery of the technical demands and <b>expressive qualities</b> of the music through prepared and improvised <b>performances</b></i> of a varied <b>repertoire</b> representing diverse <b>cultures, styles, genres, and historical periods</b> in multiple types of <b>ensembles</b> .	Present
	MU:Pr6.1.E.5b Demonstrate an awareness of the <b>context</b> of the music through prepared and improvised <b>performances</b> .	MU:Pr6.1.E.8b Demonstrate an <i>understanding of the <b>context</b></i> of the music through prepared and improvised <b>performances</b> .	MU:Pr6.1.E.1b Demonstrate an understanding of <b>expressive intent</b> by <i>connecting with an audience</i> through prepared and improvised <b>performances</b> .	MU:Pr6.1.E.11b Demonstrate an understanding of <b>intent</b> as a means for <i>connecting with an audience</i> through prepared and improvised <b>performances</b> .	MU:Pr6.1.E.111b Demonstrate an <b>ability</b> to <i>connect with audience members before and during the process of engaging with and responding to them</i> through prepared and improvised <b>performances</b> .	
	MU:Pr6.1.8 <b>Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue, purpose, context, and style</b> .	MU:Pr6.1.8 <b>Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue, purpose, context, and style</b> .	MU:Pr6.1.8 <b>Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue, purpose, context, and style</b> .	MU:Pr6.1.8 <b>Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue, purpose, context, and style</b> .	MU:Pr6.1.8 <b>Demonstrate performance decorum</b> (such as stage presence, attire, and behavior) and <b>audience etiquette</b> appropriate for <b>venue, purpose, context, and style</b> .	

# Idaho Fine Arts Standards – Music, Traditional & Emerging Ensembles

Music - Traditional and Emerging Ensembles Strand						
Responding	Anchor Standard 7: Perceive and analyze artistic work 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
	Novice		Intermediate		Proficient	
Select	MU:Re7.1.E.5a Identify reasons for selecting music based on characteristics found in the music, <b>connection</b> to interest, and <b>purpose</b> or <b>context</b> .	MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and <b>connections</b> to interest, <b>purpose</b> , and <b>context</b> .	MU:Re7.1.E.1a Apply <b>criteria</b> to select music for specified purposes, supporting choices by citing characteristics found in the music and <b>connections</b> to interest, <b>purpose</b> , and <b>context</b> .	MU:Re7.1.E.1a Apply <b>criteria</b> to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified <b>purpose</b> and <b>context</b> .	MU:Re7.1.E.1a Apply <b>criteria</b> to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified <b>purpose</b> and <b>context</b> .	Select
Responding	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
	Novice		Intermediate		Proficient	
Analyze	MU:Re7.2.E.5a Identify how knowledge of <b>context</b> and the use of repetition, similarities, and contrasts inform the response to music.	MU:Re7.2.E.8a Describe how <i>understanding context</i> and the way the <b>elements of music</b> are manipulated inform the response to music.	MU:Re7.2.E.1a Explain how the <b>analysis</b> of passages and understanding the way the <b>elements of music</b> are manipulated inform the response to music.	MU:Re7.2.E.1a Explain how the <b>analysis</b> of structures and contexts inform the response to music.	MU:Re7.2.E.1a Explain how the <b>analysis</b> of structures and contexts inform the response to music.	Analyze
Responding	Anchor Standard 8: Interpret intent and meaning in artistic work. 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
	Novice		Intermediate		Proficient	
Interpret	MU:Re8.1.E.5a Identify <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> , referring to the <b>elements of music, contexts</b> , and (when appropriate) the <b>setting of the text</b> .	MU:Re8.1.E.8a Identify and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> , citing as evidence the <b>treatment of the elements of music, contexts</b> , and (when appropriate) the <b>setting of the text</b> .	MU:Re8.1.E.1a Explain and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> , citing as evidence the <b>treatment of the elements of music, contexts</b> , (when appropriate) the <b>setting of the text</b> , and <i>personal research</i> .	MU:Re8.1.E.1a Support <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> citing as evidence the <b>treatment of the elements of music, contexts</b> , (when appropriate) the <b>setting of the text</b> , and <i>varied researched sources</i> .	MU:Re8.1.E.1a Support <b>interpretations</b> of the <b>expressive intent</b> and meaning of <b>musical works</b> by <i>comparing and synthesizing</i> varied researched sources, including reference to other art forms.	Interpret
Responding	Anchor Standard 9: Apply criteria to evaluate artistic work. 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
	Novice		Intermediate		Proficient	
Evaluate	MU:Re9.1.E.5a Identify and describe the effect of interest, experience, analysis, and <b>context</b> on the evaluation of music.	MU:Re9.1.E.8a Explain the influence of experiences, analysis, and <b>context</b> on interest in and evaluation of music.	MU:Re9.1.E.1a Evaluate works and <b>performances</b> based on <b>personally- or collaboratively-developed criteria</b> , including analysis of the <b>structure</b> and <b>context</b> .	MU:Re9.1.E.1a Evaluate works and <b>performances</b> based on <i>research</i> as well as <b>personally- and collaboratively-developed criteria</b> , including <b>analysis</b> and <b>interpretation</b> of the <b>structure</b> and <b>context</b> .	MU:Re9.1.E.1a Evaluate works and <b>performances</b> based on <i>research</i> as well as <b>personally- and collaboratively-developed criteria</b> , including <b>analysis</b> and <b>interpretation</b> of the <b>structure</b> and <b>context</b> .	Evaluate

# Idaho Fine Arts Standards – Music, Traditional & Emerging Ensembles

<b>Music - Traditional and Emerging Ensembles Strand</b>						
<b>Connecting</b>	<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>					<b>Connecting</b>
	<b>Novice</b>	<b>Intermediate</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Advanced</b>	
	MU:Cn10.0.E.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.E.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.E.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.0.E.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
<b>Connecting</b>	<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>					<b>Connecting</b>
	<b>Novice</b>	<b>Intermediate</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Advanced</b>	
	MU:Cn11.0.E.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU:Cn11.0.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.0.E.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.0.E.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	MU:Cn11.0.E.1a 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