



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

High School

Composition and Theory

MUSIC

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

MU:Pr4.1.Ca

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?

HS Proficient	HS Accomplished	HS Advanced
MU:Pr4.1.C.Ia	MU:Pr4.1.C.IIa	MU:Pr4.1.C.IIIa
<p>Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).</p>	<p>Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.</p>	<p>Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.</p>
<p>I CAN identify short musical excerpts in relation to simple theory concepts.</p>	<p>I CAN identify musical sections in relation to increasingly complex theory concepts.</p>	<p>I CAN identify musical works in relation to complex theory concepts.</p>

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

MU:Pr4.2.Ca

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?

HS Proficient	HS Accomplished	HS Advanced
MU:Pr4.2.C.Ia	MU:Pr4.2.C.IIa	MU:Pr4.2.C.IIIa
<p>Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.</p>	<p>Analyze how the elements of music (including form) of selected works relate to the style, function, and context, and explain the implications for rehearsal and performance.</p>	<p>Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.</p>
<p>I CAN categorize pieces of music by style based on elements of music.</p>	<p>I CAN categorize pieces of music by style, function, and context based on elements of music.</p>	<p>I CAN justify my categorization of musical pieces by style, function, and context based on elements of music and compositional techniques.</p>

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

MU:Pr4.3.Ca

Enduring Understanding: Performers make interpretive decisions based upon their understanding of context and expressive intent.

Essential Question(s): How do performers interpret musical works?

HS Proficient	HS Accomplished	HS Advanced
MU:Pr4.3.C.Ia	MU:Pr4.3.C.IIa	MU:Pr4.3.C.IIIa
<p>Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.</p>	<p>Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creators' intent.</p>	<p>Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creators' intent.</p>
<p>I CAN determine how composers convey intent through an understanding of elements of music.</p>	<p>I CAN determine and explain how composers convey intent through an understanding of more complex elements of music.</p>	<p>I CAN determine and express how composers convey intent through an understanding of complex elements of music and compositional techniques.</p>

PERFORMING

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.Ca

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?

HS Proficient	HS Accomplished	HS Advanced
MU:Pr5.1.C.1Ia	MU:Pr5.1.C.IIa	MU:Pr5.1.C.IIIa
<p>Create rehearsal plans for works, identifying repetition and variation within the form.</p>	<p>Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.</p>	<p>Create rehearsal plans for works, identifying the form, repetition and variation within the form, compositional techniques, and the style and historical or cultural context of the work.</p>
<p>I CAN plan my composition with the success of the performance in mind.</p>	<p>I CAN plan my composition with the context and success of the performance in mind.</p>	<p>I CAN plan and evaluate my composition with the context and success of the performance in mind.</p>

PERFORMING

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.Cb

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?

HS Proficient	HS Accomplished	HS Advanced
MU:Pr5.1.C.1Ib	MU:Pr5.1.C.IIb	MU:Pr5.1.C.IIIb
Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.	Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works.	Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works.
I CAN compose music based on established performance criteria that convey musical elements.	I CAN compose music based on established performance criteria that relate to non-musical elements.	I CAN compose music based on established performance criteria that adhere to a strict compositional performance style.

PERFORMING

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

MU:Pr5.1.Cc

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?

HS Proficient	HS Accomplished	HS Advanced
MU:Pr5.1.C.1Ic	MU:Pr5.1.C.IIc	MU:Pr5.1.C.IIIc
Identify and implement strategies for improving the technical and expressive aspects of multiple works.	Identify and implement strategies for improving the technical and expressive aspects of varied works.	Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works.
I CAN analyze my musical compositions in order to improve the technical and expressive aspects.	I CAN analyze my musical compositions in order to improve the technical and expressive aspects in a variety of musical styles	I CAN compare and Contrast my musical compositions in order to improve the technical and expressive aspects of contrasting musical styles.

PERFORMING

Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.Ca

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?

HS Proficient	HS Accomplished	HS Advanced
MU:Pr6.1.C.1Ia	MU:Pr6.1.C.IIa	MU:Pr6.1.C.IIIa
Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.	Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent.	Share live or recorded performances of works (both personal and others'), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.
I CAN share and discuss how to employ musical elements in conveying my compositional intent.	I CAN share and discuss how to employ musical elements and increasingly complex compositional techniques when conveying my intent.	I CAN share and demonstrate how to employ musical elements and increasingly complex compositional techniques when conveying my intent.

PERFORMING

Anchor Standard 6: Convey meaning through the presentation of artistic work.

MU:Pr6.1.Cb

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?

HS Proficient	HS Accomplished	HS Advanced
MU:Pr6.1.C.1Ib	MU:Pr6.1.C.IIb	MU:Pr6.1.C.IIIb
<p>Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.</p>	<p>Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.</p>	<p>Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.</p>
<p>I CAN identify the characteristics needed to tailor my composition to a particular audience.</p>	<p>I CAN discuss the characteristics needed to tailor my composition to a particular audience.</p>	<p>I CAN discuss/explain the characteristics needed to tailor my composition to a variety of audiences.</p>