



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

High School

Traditional and Emerging Ensemble

MUSIC

PERFORMING

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

MU:Pr4.1Ea

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?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Pr4.1.E.5a	MU:Pr4.1.E.8a	MU:Pr4.1.E.Ia	MU:Pr4.1.E.IIa	MU:Pr4.1.E.IIIa
<p>Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p>	<p>Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.</p>	<p>Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p>	<p>Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p>	<p>Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.</p>
<p>I CAN select a repertoire of music to study using my interest, music reading skills, understanding of the form, context, and the technical skill needed to perform the selections.</p>	<p>I CAN select a repertoire of music to study using my music reading skills, my understanding of the form, context, and the technical skill needed to perform the selections.</p>	<p>I CAN explain the criteria that I used to select a repertoire of music to study and how that demonstrates my understanding of the use of the elements of music, form, purpose or context of the pieces, and the technical skill needed to perform the selections.</p>	<p>I CAN create and apply criteria to select a repertoire of music to study and perform, that demonstrates my understanding of the use of the elements of music, form, expressive challenges, purpose, and context of the pieces as well as the technical skill needed to perform the selections.</p>	<p>I CAN create and apply criteria to select programs of music to study and perform that demonstrates my understanding of the use of the elements of music, form, expressive challenges, purpose, and context of the pieces as well as the technical skill needed to perform the selections.</p>

PERFORMING

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

MU:Pr4.2Ea

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?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Pr4.2.E.5a	MU:Pr4.2.E.8a	MU:Pr4.2.E.Ia	MU:Pr4.2.E.IIa	MU:Pr4.2.E.IIIa
Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.	Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances..	Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.	Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.	Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.
I CAN demonstrate, using my music reading skills, how my knowledge of the elements of music informs performances	I CAN demonstrate, using my music reading skills, how an understanding of the setting, the use of the elements of music employed by the composers and context influence performances.	I CAN demonstrate, using my music reading skills, how an understanding of the compositional ideas, tonality, and fundamentals of music employed by composers impact and inform performances.	I CAN document and demonstrate, using my music reading skills, how an understanding of the compositional devices, tonality, and fundamentals of music employed by composers impacts and informs performances.	I CAN, using my music reading skills, examine, evaluate and critique how the tonality and context should have an impact on and inform performances.

PERFORMING

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

MU:Pr4.3Ea

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

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

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Pr4.3.E.5a	MU:Pr4.3.E.8a	MU:Pr4.3.E.Ia	MU:Pr4.3.E.IIa	MU:Pr4.3.E.IIIa
Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.	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.	Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.
I CAN identify and demonstrate, through performance, the expressive elements of multiple musical works.	I CAN demonstrate an understanding, through performance, the expressive elements of multiple musical works.	I CAN demonstrate an understanding of the context of multiple and varied musical works through performance.	I CAN demonstrate how an understanding of the style, genre and context of varied musical works influences performances and how a performer uses that understanding along with their technical skill to connect with an audience.	I CAN demonstrate how an understanding of the style, genre and context of varied musical works informs performances and how a performer uses that knowledge and understanding along with their technical skill to connect with an audience.

PERFORMING

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

MU:Pr5.1Ea

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?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Pr5.1.E.5a	MU:Pr5.1.E.8a	MU:Pr5.1E.Ia	MU:Pr5.1.E.IIa	MU:Pr5.1.E.IIIa
Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
I CAN use self-reflection and feedback from others to refine a performance.	I CAN develop strategies to address the technical challenges in a repertoire of music and use feedback from fellow students and other sources to refine a performance.	I CAN develop strategies to address the expressive challenges in a repertoire of music and use feedback from fellow students and other sources to refine a performance.	I CAN develop and apply strategies to address the multiple individual and ensemble challenges in a repertoire of music and evaluate their success.	I CAN develop and apply strategies, evaluate and further refine those strategies to address the multiple individual and ensemble challenges in a repertoire of music and evaluate their success.

PERFORMING				
Anchor Standard 6: Convey meaning through the presentation of artistic work.				
MU:Pr6.1Ea				
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?				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Pr6.1.E.5a	MU:Pr6.1.E.8a	MU:Pr6.1.E.Ia	MU:Pr6.1.E.IIa	MU:Pr6.1.E.IIIa
Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
I CAN perform a varied repertoire of music and demonstrate technical accuracy and appropriate expressive qualities.	I CAN perform a varied repertoire of music that represents different cultures and styles while demonstrating technical accuracy and appropriate expressive qualities.	I CAN perform a varied repertoire of music that represents different cultures, styles, and genres while demonstrating technical accuracy and appropriate expressive qualities.	I CAN perform a varied repertoire of music that represents different cultures, historical periods, styles, and genres while demonstrating mastery of the technical and expressive demands of the music.	I CAN perform a varied repertoire of music in various ensembles that represents different cultures, historical periods, styles, and genres while demonstrating and understanding and mastery of the technical and expressive demands of the music.

PERFORMING				
Anchor Standard 6: Convey meaning through the presentation of artistic work.				
MU:Pr6.1b				
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?				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Pr6.1.E.5b	MU:Pr6.1.E.8b	MU:Pr6.1E.Ib	MU:Pr6.1.E.IIb	MU:Pr6.1.E.IIIb
Demonstrate an awareness of the context of the music through prepared and improvised performances.	Demonstrate an understanding of the context of the music through prepared and improvised performances.	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.	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.
I CAN demonstrate an awareness of the context of the music through performance.	I CAN demonstrate an understanding of the context of the music through performance.	I CAN demonstrate the importance of the expressive intent as a means of connecting with an audience through performance.	I CAN demonstrate an understanding of intent as a means of connecting with an audience through performance.	I CAN demonstrate my ability to engage and connect with an audience before and during performance.