



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

High School

Harmonizing Instruments

MUSIC

PERFORMING

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

MU:Pr4.1Ha

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.H.5a	MU:Pr4.1.H.8a	MU:Pr4.1.H.Ia	MU:Pr4.1.H.IIa	MU:Pr4.1.H.IIIa
Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances.	Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed) , as well as the context of the performances.	Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
I CAN show and tell you why I picked a variety of music for a performance.	I CAN describe and demonstrate why I chose a variety of music for a performance and its challenges.	I CAN explain the criteria I used to choose a variety of music for individual or small group performances that include melodies, repertoire pieces, improvisations , and chordal accompaniments in a variety of patterns.	I CAN develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	I CAN develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

PERFORMING

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

MU:Pr4.2Ha

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:Pr4.2.H.5a	MU:Pr4.2.H.8a	MU:Pr4.2.H.Ia	MU:Pr4.2.H.IIa	MU:Pr4.2.H.IIIa
Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.	Identify prominent melodic, harmonic, and structural characteristics and context (social , cultural , or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.	Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
I CAN tell you the important parts of a song.	I CAN identify the important characteristics and environment of various selections of music, with some based on reading standard notation.	I CAN identify and describe the important characteristics or context in a varied selection of music including melodies, repertoire pieces, improvisations, and accompaniment patterns.	I CAN identify and describe the important characteristics or context in a varied selection of music including melodies, repertoire pieces, improvisations, and accompaniment styles.	I CAN identify and describe the important characteristics or context in a varied selection of music for a performance including melodies, repertoire pieces, improvisations in contrasting styles, and appropriate accompaniment styles.

PERFORMING

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

MU:Pr4.3Ha

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:Pr4.3.H.5a	MU:Pr4.3.H.8a	MU:Pr4.3.H.Ia	MU:Pr4.3.H.IIa	MU:Pr4.3.H.IIIa
<p>Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.</p>	<p>Demonstrate and describe in interpretations an understanding of the context (social , cultural , or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.</p>	<p>Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).</p>	<p>Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</p>	<p>Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator’s intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.</p>
<p>I CAN show and tell you how the music makes me feel and why.</p>	<p>I CAN demonstrate and describe how various types of music makes me feel and why.</p>	<p>I CAN describe my interpretation of the context and expressive intent of various types of music for a performance.</p>	<p>I CAN explain my interpretation of the context and expressive intent of various types of music for a performance.</p>	<p>I CAN explain and present my interpretation of the context and expressive intent of various types of music for a performance.</p>

PERFORMING

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

MU:Pr5.1Ha

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.H.5a	MU:Pr5.1.H.8a	MU:Pr5.1.H.Ia	MU:Pr5.1.H.IIa	MU:Pr5.1.H.IIIa
Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.	Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.	Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.	Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.	Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.
I CAN figure out what is wrong with a performance and find ways to make it better.	I CAN evaluate a performance, identify challenges, and practice strategies to improve the performance.	I CAN develop and apply criteria to evaluate various performances; identify challenges and create rehearsal strategies to refine the performance.	I CAN develop and apply criteria to evaluate various performances; identify challenges and create rehearsal strategies to refine the performance.	I CAN develop and apply criteria to evaluate programs of music; identify challenges and create rehearsal strategies to refine the performance.

PERFORMING

Anchor Standard 6: Convey meaning through the presentation of artistic work.^[L]_[SEP]

MU:Pr6.1Ha

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?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Pr6.1.H.5a	MU:Pr6.1.H.8a	MU:Pr6.1.H.Ia	MU:Pr6.1.H.IIa	MU:Pr6.1.H.IIIa
Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.	Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social , cultural , or historical).	Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).	Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).	Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).
I CAN perform different music correctly and show feeling during a solo performance for an audience.	I CAN perform a solo of various music with understanding of the context, expression and technical accuracy for an audience.	I CAN perform (individually or small group), various music with understanding the context, accompaniment patterns, expression and technical accuracy for an audience.	I CAN perform (individually or small group), various music with understanding the context, accompaniment styles, expression and technical accuracy for an audience.	I CAN perform (individually or small group), programs of various music with understanding the context, stylistically appropriate accompaniment, expression and technical accuracy for an audience.