

MU:Re9.1.6b **Apply teacher provided criteria to evaluate musical works or performances .**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.6a **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

IC1B.MS6-8

Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)

7th GRADE MUSIC

Missouri Learning Standards: Grade-Level Expectations for Music (Adopted 2019 for implementation in the 2019-2020 school year.)		Missouri Grade Level Expectations: Music (Adopted 2010, transitioning out.)	
Code	Newly Adopted Standards	Code	Current GLE
CREATE			
1. Generate and conceptualize artistic ideas and work.			
Imagine			

MU:Cr1.1.7a	Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	PP4A.MS6-8	Create and notate a rhythmic and/or melodic ostinati accompaniment within teacher's specified guidelines
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2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.7a	Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.	AP1A.MS6-8	Identify and analyze forms and composition techniques AB/*binary ABA/*ternary
MU:Cr2.1.7b	Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.	EM1D.MS6-8	Use standard notation for rhythm, pitch, and expressive elements to record musical ideas

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.7a	Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style , form , and use of sound sources.
MU:Cr3.1.7b	Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

Present

MU:Cr3.2.7a	Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.	PP4A.HS9-12	Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect
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PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.7a **Apply collaboratively developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.**

Analyze

MU:Pr4.2.7a **Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.**

MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

EM1A.MS6-8 General Music Classes: Interpret standard rhythmic notation in 2/4, 3/4, 4/4, and 6/8 meter signatures using bar lines consisting of: whole note/rest quarter note/rest half note/rest eighth-note pairs dotted half note sixteenth notes dotted quarter followed by eighth dotted quarter note/rest 3 eighth notes beamed together in 6/8 syncopation

EM1B.MS6-8 General Music Classes: Identify standard pitch notation in the treble clef, including one ledger line above and below the staff Identify accidentals sharps flats natural signs

EM1C.MS6-8 General Music Classes: Identify standard symbols for dynamics, tempo and articulation p for piano f for forte mp for mezzo piano mf for mezzo forte pp for pianissimo ff for fortissimo cresc or < for crescendo decres or > for decrescendo dim for diminuendo

accelerando ritardando allegro moderato andante
largo a tempo accent fermata ties slurs staccato
legato

MU:Pr4.2.7c **Identify how cultural and historical context inform performances and result in different music interpretations**

Interpret

MU:Pr4.3.7a **Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.7a **Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

PP1E.MS6-8 Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble

PP2A.MS6-8 Read and perform rhythms in simple meter Whole note/rest Quarter note/rest Half note/rest Eighth note/rest Dotted half note Sixteenth notes Dotted quarter followed by eighth Syncopation

			Read and perform a short song/piece using effective expression and characteristic timbre
MU:Pr6.1.7b	Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context .	AP2A.MS6-8	Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: posture/stage presence

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.7a **Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.**

Analyze

MU:Re7.2.7a **Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.**

MU:Re7.2.7b Identify and compare the context of music from a variety of genres, cultures, and historical periods

HC1A.MS6-8 Identify genre or style from various historical periods through listening to selected ensemble repertoire

HC1B.MS6-8 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.7a **Describe a personal interpretation of contrasting works and explain how creators' and performers'**

application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.7b **Select from teacher-provided criteria to evaluate musical works or performances.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.7a **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.7a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

IC1B.MS6-8

Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)

8th Grade MUSIC

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1A.8a	Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent	PP4A.MS6-8	Create and notate a rhythmic and/or melodic ostinati accompaniment within teacher's specified guidelines
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2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.8a	Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release , unity and variety, balance, and convey expressive intent.		
MU:Cr2.1.8b	Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.	EM1D.MS6-8	Use standard notation for rhythm, pitch, and expressive elements to record musical ideas

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.8a	Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.		
MU:Cr3.1.8b	Describe the rationale for refining works by explaining the choices, based on evaluation criteria		

Present

MU:Cr3.2.8a	Present the final version of their documented		
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personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release , and balance to convey expressive intent

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.8a **Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.**

Analyze

MU:Pr4.2.8a **Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.**

MU:Pr4.2.8b When analyzing selected music, sight read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation

EM1E.MS6-8 Sight read standard musical notation

MU:Pr4.2.8c **Identify how cultural and historical context inform performances and result in different musical effects.**

Interpret

MU:Pr4.3.8a Perform contrasting pieces of music , demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

PP1B.MS6-8 Use dynamics and phrasing to communicate an interpretation of a given style

PP2B.MS6-8 Read and perform a short song/piece using effective expression and characteristic timbre

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.8a **Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety , and interest) to rehearse, refine, and determine when the music is ready to perform.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator’s intent.

PP1B.MS6-8

Read and perform a short song/piece using effective expression and characteristic timbre

MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style .

AP2A.MS6-8

Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: posture/stage presence

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.8a **Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.**

Analyze

MU:Re7.2.8a **Compare how the elements of music and**

expressive qualities relate to the structure within programs of music.

MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.8a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.8b Apply appropriate personally developed criteria to evaluate musical works or performances.

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

IC1B.MS6-8 Describe the similarities between other subject areas and the arts, (e.g., talk about the relationships between interpreting music notation and interpreting written language)

NOVICE - ENSEMBLES

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code	Newly Adopted Standards	Code	Current GLE
CREATE			
1. Generate and conceptualize artistic ideas and work.			
Imagine			
MU:Cr1.1.E.5a	Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	PP3A.HS9-12a	Improvise simple rhythmic and/or melodic variations in a consistent style and meter
		PP4A.HS9-12a	Create or arrange a songs or instrumental pieces using a variety of sound sources within specified guidelines
2. Organize and develop artistic ideas and work			
Plan and Make			
MU:Cr2.1.E.5a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	PP4A.HS9-12a	Create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines
MU:Cr2.1.E.5b	Preserve draft musical works through standard notation, audio, or video recording.	EM1D.HS9-12	Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4

measures for instrument or voice

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.E.5a **Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.**

Present

MU:Cr3.2.E.5a **Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.H.5a **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.**

Analyze

MU:Pr4.2.E.5a **Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.**

Interpret

MU:Pr4.3.E.5a **Identify expressive qualities in a varied repertoire of**

music that can be demonstrated through prepared and improvised performances.

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

AP2A.HS9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

PP2C.HS9-12a Perform a varied repertoire of music representing diverse cultures, genres and styles

PP2C.HS9-12b Apply stylistic elements needed to perform the music of various cultures, genres and styles

MU:Pr6.1.E.5b **Demonstrate an awareness of the context of the music through prepared and improvised performances.**

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.E.5a Identify reasons for selecting music based on

AP1B.HS9-12 Determine the musical means (source) and size of

characteristics found in the music, connection to interest, and purpose or context.

a group of an aural example

AP1B.HS9-12 b Describe the musical expression (mood) of an aural example

AP1B.HS9-12 c Determine the order and organization of an aural example

AP1B.HS9-12 d Determine the possible origin of an aural example (e.g., location and time)

AP1B.HS9-12 e Characterize the use of music by its intended function (purpose) and its intended audience

Analyze

MU:Re7.2.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

AP1A.HS9-12 b Identify forms used in selected ensemble repertoire

8. Interpret intent and meaning in artistic work

Interpret

MU:Re7.2.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

IC1A.HS9-12d Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

IC1A.HS9-12e Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts

IC1A.HS9-12f Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.E.5a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.	AP1B.HS9-12 a	Determine the musical means (source) and size of group of an aural example
		AP1B.HS9-12 b	Describe the musical expression (mood) of an aural example
		AP1B.HS9-12 c	Determine the order and organization of an aural example
		AP1B.HS9-12 d	Determine the possible origin of an aural example (e.g., location and time)
		AP1B.HS9-12 e	Characterize the use of music by its intended function (purpose) and its intended audience

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.1.E.5a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
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11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.1.E.5a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	IC1B.HS9-12	List several skills learned in ensembles and relate them to those skills needed in areas such as the workforce, church or community group, and other school groups
		IC1B.HS9-12a	
		HCC1C.HS9-	Explain ways in which the principles and subject

12

matter of other disciplines are interrelated with those of music

Categorize the function of music being performed in relation to its function in society or history

INTERMEDIATE - ENSEMBLES

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.E.8a Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

PP3A.HS9-1 2a Improvise simple rhythmic and/or melodic variations in a consistent style and meter

PP4A.HS9-1 2a Create or arrange a songs or instrumental pieces using a variety of sound sources within specified guidelines

2. Organize and develop artistic ideas and work

Plan and Make

AP1B.HS9-12c	Determine the order and organization of an aural example
AP1B.HS9-12d	Determine the possible origin of an aural example (e.g., location and time)
AP1B.HS9-12e	Characterize the use of music by its intended function (purpose) and its intended audience

Analyze

MU:Re7.2.E.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

AP2B.HS9-12a Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment

AP2B.HS9-12b Use musical terminology to describe their personal response to musical example

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.E.1a Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

IC1A.HS9-12d Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

IC1A.HS9-12e Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts

IC1A.HS9-12f Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.E.Ia	Evaluate works and performances based on personally- or collaboratively developed criteria, including analysis of the structure and context.	AP1A.HS9-12b	Identify forms used in selected ensemble repertoire
		AP1B.HS9-12a	Determine the musical means(source) and size of group of an aural example
		AP1B.HS9-12b	Describe the musical expression (mood)of an aural example
		AP1B.HS9-12c	Determine the order and organization of an aural example
		AP1B.HS9-12d	Determine the possible origin of an aural example (e.g.location and time)
		AP1B.HS9-12e	Characterize the use of music by its intended function (purpose) and its intended audience
		AP2B.HS9-12b	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
		AP2B.HS9-12c	Use musical terminology to describe their personal response to musical example

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.E.II **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**
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11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.E.II	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied	IC1B.HS9-12	List several skills learned in ensembles and relate them to those skills needed in areas such as the workforce,
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contexts, and daily life.

church or community group, and other school groups

IC1B.HS9-1 2a Explain ways in which the principles and subject matter of other disciplines are interrelated with those of music

HCC1C.HS 9-12 Categorize the function of music being performed in relation to its function in society or history

HIGH SCHOOL ACCOMPLISHED - ENSEMBLES

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.E.IIa Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.

PP3A.HS9-1 2b Improvise harmonized parts Improvise original melodies over given *chord progressions, each in a consistent style, meter, and *tonality

PP4A.HS9-1 2b Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.IIa	Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	PP4A.HS9-1 2b	Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect
MU:Cr2.1.IIb	Preserve draft compositions and improvisations through standard notation, audio, or video recording	EM1D.HS9-1 2	Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.E.IIa	Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.
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Present

MU:Cr3.2.E.IIa	Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.
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PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.E.IIa	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
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music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

Analyze

MU:Pr4.2.E.IIa **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.**

Interpret

MU:Pr4.3.E.IIa **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.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.

AP2A.HS9-12

Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence

AP2B.HS9-

12a

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.E.IIa	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.	PP2C.HS9-1 2a	Perform a varied repertoire of music representing diverse cultures, genres and styles
MU:Pr6.1.E.IIb	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.	PP2C.HS9-1 2b	Apply stylistic elements needed to perform the music of various cultures, genres and styles

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.E.IIa	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.	AP1B.HS9-12a AP1B.HS9-12b AP1B.HS9-12c AP1B.HS9-12d AP1B.HS9-12e	Determine the musical means (source) and size of group of an aural example Describe the music expression (mood) of an aural example Determine the order and organization of an aural example Determine the possible origin of an aural example (e.g., location and time) Characterize the use of music by its intended function (purpose) and its intended audience
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Analyze

MU:Re7.2.E.IIa	Explain how the analysis of structures and contexts inform the response to music.	AP2B.HS9-12a	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
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AP2B.HS9-12b Use musical terminology to describe their personal response to musical example

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.E.IIa Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.

IC1A.HS9-12a Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

IC1A.HS9-12b Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts

IC1A.HS9-12c Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.E.IIa Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

AP1A.HS9-12b Identify forms used in selected ensemble repertoire

AP1B.HS9-12a Determine the musical means(source) and size of group of an aural example

AP1B.HS9-12b Describe the musical expression (mood)of an aural example

AP1B.HS9-12c Determine the order and organization of an aural example

AP1B.HS9-12d Determine the possible origin of an aural example (e.g.location and time)

AP1B.HS9- Characterize the use of music by its intended function

12e	(purpose) and its intended audience
AP2B.HS9-1 2b	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
AP2B.HS9- 12c	Use musical terminology to describe their personal response to musical example

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.E.IIa **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.E.IIa	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	IC1B.HS9-1 2	List several skills learned in ensembles and relate them to those skills needed in areas such as the workforce, church or community group, and other school groups
		IC1B.HS9-1 2a	Explain ways in which the principles and subject matter of other disciplines are interrelated with those of music
		HCC1C.HS 9-12	Categorize the function of music being performed in relation to its function in society or history

HIGH SCHOOL ADVANCED - ENSEMBLES

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.E.IIIa Compose and improvise musical ideas for a variety of purposes and contexts

PP3A.HS9-1 2b Improvise harmonized parts Improvise original melodies over given *chord progressions, each in a consistent style, meter, and *tonality

PP4A.HS9-1 2b Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.E.IIIa Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.

PP4A.HS9-1 2b Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect

MU:Cr2.1.E.IIIb Preserve draft musical works through standard notation, audio, or video recording.

EM1D.HS9-12 Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.E.IIIa Evaluate and refine varied draft musical works

based on appropriate criteria, including the extent to which they address identified purposes and contexts.

Present

MU:Cr3.2.E.IIIa **Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU: Pr4.1.H.IIIa **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.**

Analyze

MU:Pr4.2.E.IIIa **Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.**

Interpret

MU:Pr4.3.E.IIIa **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.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine and Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

MU::Pr5.1.E.IIIa Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

AP2A.HS9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, diction/articulation, style, posture/stage presence

6. Convey meaning through the presentation of artistic work

Present

MU::Pr6.1.E.IIIa 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.

PP2C.HS9-12a Perform a varied repertoire of music representing diverse cultures, genres and styles

PP2C.HS9-12b Apply stylistic elements needed to perform the music of various cultures, genres and styles

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.

MU:Pr6.1.E.IIIb

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.E.IIIa Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and

PP2C.HS9-12a Perform a varied repertoire of music representing diverse cultures, genres and styles

context.

PP2C.HS9-12b Apply stylistic elements needed to perform the music of various cultures, genres and styles

Analyze

MU:Re7.2.E.IIIa Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

AP2B.HS9-12a Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment

AP2B.HS9-12b Use musical terminology to describe their personal response to musical example

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.E.IIIa Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

IC1A.HS9-1 2d Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

IC1A.HS9-1 2e Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts

IC1A.HS9-1 2f Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.E.IIIa Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

AP1A.HS9-12b Identify forms used in selected ensemble repertoire

AP1B.HS9-12a Determine the musical means(source) and size of group of an aural example

AP1B.HS9-12b	Describe the musical expression (mood)of an aural example
AP1B.HS9-12c	Determine the order and organization of an aural example
AP1B.HS9-12d	Determine the possible origin of an aural example (e.g.location and time)
AP1B.HS9-12e	Characterize the use of music by its intended function (purpose) and its intended audience
AP2B.HS9-12b	Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
AP2B.HS9-12c	Use musical terminology to describe their personal response to musical example

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.1.E.IIIa **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.1.E.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

IC1B.HS9-12	List several skills learned in ensembles and relate them to those skills needed in areas such as the workforce, church or community group, and other school groups
IC1B.HS9-12a	Explain ways in which the principles and subject matter of other disciplines are interrelated with those of music

HCC1C.HS 9-12 Categorize the function of music being performed in relation to its function in society or history

PROFICIENT - MUSIC TECHNOLOGY

These proposed standards represent a new aspect of the curriculum in which no standards have previously been developed.

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1A.T.1a **Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.**

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2A.T.1a **Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3A.T.1a **Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.**

Present

MU:Cr3B.T.1a **Share compositions or improvisations that demonstrate a proficient level (based on teacher developed rubric) of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4A.T.1a **Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer's technical and technological skill.**

Analyze

MU:Pr4B.T.1a **Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.**

Interpret

MU:Pr4C.T.1a **Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5A.T.1a **Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6A.T.1a **Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.**

MU:Pr6A.T.1b **Demonstrate an understanding of the context of music through prepared and improvised performances.**

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7A.T.1a **Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.**

Analyze

MU:Re7B.T.Ib **Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.**

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8A.T.Ia **Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.**

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9A.T.Ia **Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10A.T.Ia **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11A.T.Ib **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

ACCOMPLISHED - MUSIC TECHNOLOGY

These proposed standards represent a new aspect of the curriculum in which no standards have previously been developed.

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(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cn11A.T.IIa **Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.**

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2A.T.IIa **Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3A.T.IIa **Develop and implement varied strategies to improve and refine the technical and expressive**

aspects of draft compositions and improvisations.

Present

MU:Cr3B.T.IIa **Share compositions and improvisations that demonstrate an accomplished level (based on teacher developed rubric) of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4A.T.IIa **Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer's technical skill using digital tools and resources.**

Analyze

MU:Pr4B.T.IIa **Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.**

Interpret

MU:Pr4C.T.IIa **Demonstrate how understanding the style , genre , context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5A.T.IIa **Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6A.T.IIa **Using digital tools and resources , demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.**

MU:Pr6A.T.IIb **Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.**

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7A.T.IIa **Select and critique contrasting musical works , defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.**

Analyze

MU:Re7B.T.IIb **Explain how an analysis of the structure, context , and technological aspects of the music informs the**

response.

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8A.T.IIa **Connect the influence of the treatment of the elements of music, digital and electronic features, context , purpose, and other art forms to the expressive intent of musical works**

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9A.T.IIa **Apply criteria to evaluate music based on analysis, interpretation, artistic intent , digital, electronic, and analog features, and musical qualities.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10A.T.IIa **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11A.T.IIb **Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

HIGH SCHOOL Proficient MUSIC THEORY

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.C.1a **Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.**

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.C.1a Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines

MU:Cr2.1.C.1b **Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as onepart, cyclical, or binary).**

PP4A.HS9-12 Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.C.1a	Identify, describe, and apply teacher provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	PP4A.6-8	Create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines
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Present

MU:Cr3.2.C.1a	Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.	PP4A.HS9-12	Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect
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MU:Cr3.2.C.1b	Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.		
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PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.C.1a	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).	IC1A.HS9-12	Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
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Analyze

MU:Pr4.2.C.1a	Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.		
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Interpret

MU:Pr4.3.C.1a	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.		
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5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

- MU:Pr5.1.C.1a **Create rehearsal plans for works, identifying repetition and variation within the form.**
- MU:Pr5.1.C.1b **Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.**
- MU:Pr5.1.C.1c **Identify and implement strategies for improving the technical and expressive aspects of multiple works.**

6. Convey meaning through the presentation of artistic work

Present

- MU:Pr6.1.C.1a **Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.**
- MU:Pr6.1.C.1b **Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.**

RESPONDING

7. Perceive and analyze artistic work

Select

- MU:Re7.1.C.1a **Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.**

Analyze

MU:Re7.2.C.1a Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

AP1A.HS9-12 Identify and analyze forms and composition techniques theme and variation DC/Fine DS al coda/Fine AB/binary ABA/ternary song form sonata rondo fugue opera ballet *musical theatre symphonic Jazz *sonata

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.C.1a **Develop and explain interpretations of varied works, demonstrating an understanding of the composer's intent by citing technical and expressive aspects as well as the style/genre of each work.**

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.C.1a **Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.**

MU:Re9.1.C.1b **Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.C.1a **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating,**

performing, and responding to music.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.C.1a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	IC1B.HS9-1 2	Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
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MUSIC THEORY ACCOMPLISHED

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.C.1a	Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.
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2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.C.1a	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or	PP4A.HS9-12	Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect
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storylines.

MU:Cr2.1.C.IIb **Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary).**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.C.IIa **Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.**

Present

MU:Cr3.2.C.IIa **Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.**

MU:Cr3.2.C.IIb **Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.C.IIa Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images,

IC1A.HS9-1
2

Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are

concepts, texts, or storylines in simple forms (such as binary , ternary , rondo) or moderately complex forms

used in similar and distinctive ways in the various arts and cite examples

Analyze

MU:Pr4.2.C.IIa **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.**

Interpret

MU:Pr4.3.C.IIa **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.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.C.IIa **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 .**

MU:Pr5.1.C.IIb **Using established criteria and feedback, identify the ways in which performances convey the formal design , style, and historical/cultural context of the works.**

MU:Pr5.1.C.IIc **Identify and implement strategies for improving the technical and expressive aspects of varied works.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.C.IIa **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.**

MU:Pr6.1.C.IIb **Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.**

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.C.IIa **Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.**

Analyze

MU:Re7.2.C.IIa **Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.**

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.C.IIa **Develop and support interpretations of varied works, demonstrating an understanding of the composer's' intent by citing the use of elements of**

music (including form), compositional techniques, and the style/genre and context of each work.

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.C.IIa **Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures.**

MU:Re9.1.C.IIb **Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.C.IIa **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.C.IIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

IC1B

Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

ADVANCED - MUSIC THEORY

Missouri Learning Standards: Grade-Level Expectations for Music

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Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.C.IIIa **Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.**

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.

PP4A.HS9-12 Compose music (phrases) in a distinct style, demonstrating creativity in using the *elements of music for expressive effect

MU:Cr2.1.C.IIIb **Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.C.IIIa **Research, identify, explain , and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving**

drafts leading to final versions.

Present

MU:Cr3.2.C.IIIa **Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent.**

MU:Cr3.2.C.IIIb **Describe a variety of possible contexts and mediums for presenting personal works, and explain and compare how each could impact the success of the final composition and presentation.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.C.IIIa 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.

IC1A.HS9-1
2 Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples

Analyze

MU:Pr4.2.C.IIIa **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.**

Interpret

MU:Pr4.3.C.IIIa **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.

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.C.IIIa **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.**

MU:Pr5.1.C.IIIb **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.**

MU:Pr5.1.C.IIIc **Identify, compare , and implement strategies for improving the technical and expressive aspects of multiple contrasting works.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.C.IIIa **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.**

MU:Pr6.1.C.IIIb **Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.**

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.C.IIIa **Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.**

Analyze

MU:Re7.2.C.IIIa **Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener.**

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.C.IIIa **Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.**

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.C.IIIa **Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding**

of theoretical concepts and complex compositional techniques and procedures.

MU:Re9.1.C.IIIb Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.C.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.C.IIIa	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	IC1B.HS9-1 2	Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
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Harmonizing Instruments - Novice

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.

PP2D.HS9-12 Play by ear simple melodies (4-6 pitches) on a melodic instrument or simple accompaniments on a harmonic instrument

PP3A.6-8a Improvise short rhythmic and melodic patterns

PP3A-6-8b Improvise simple rhythmic, melodic and/or harmonic accompaniments

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.

EM1D.HS9-12 Use standard notation for rhythm, pitch, and expressive elements to record musical ideas

3. Refine and complete artistic work.

Evaluate and Refine

Present

MU:Cr3.2.H.5a **Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.H.5a **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.**

Analyze

MU:Pr4.2.H.5a **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.**

Interpret

MU:Pr4.3.H.5a **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.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.H.5a **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.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1H.5a	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.	PP1B.HS9-12	Apply techniques required for expressive performance of varied literature
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RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.H.5a	Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose or personal experience.
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Analyze

MU:Re7.2.H.5a	Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.
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8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.H.5a	Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.
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9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.H.5a Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Harmonizing Instruments - Intermediate

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Code

Newly Adopted Standards

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.H.8a Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB / ABA forms) and two-to three-chord

PP3A.HS9-12

Improvise harmonized parts
Improvise original melodies over given *chord progressions, each in a consistent style, meter, and *tonality

accompaniments for given melodies.

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.H.8a **Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.H.8a **Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.**

Present

MU:Cr3.2.H.8a **Share final versions of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.**

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.H.8a **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.

Analyze

MU:Pr4.2.H.8a 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.

HC1A.HS9-12 Identify music from various styles and historical periods by comparing and contrasting selected elements of music

Interpret

MU:Pr4.3.H.8a **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.**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.H.8a **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.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.H.8a	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).	PP1B.HS9-12	Apply techniques required for expressive performance of varied literature
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RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.H.8a	Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.
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Analyze

MU:Re7.2.H.8a	Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.
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8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.H.8a	Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.
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9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.H.8a **Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.H.8a **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.H.8a **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music**

Harmonizing Instruments - Proficient

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Code

Newly Adopted Standards

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.H.1a **Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more- chord**

PP3A.HS9-12

Improvise harmonized parts **Improvise original melodies over given *chord progressions, each in a consistent style, meter, and *tonality**

accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.H.1a **Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) , and three-or more- chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.H.1a **Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).**

Present

MU:Cr3.2.H.1a Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues) , and three-or more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

PP3A.HS9-12 Improvise harmonized parts

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.H.1a **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).**

Analyze

MU:Pr4.2.H.1a 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).

HC1A.HS9-12 Identify music from various styles and historical periods by comparing and contrasting selected elements of music

Interpret

MU:Pr4.3.H.1a **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).**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.H.1a **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.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.H.1a 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).

PP1B.HS9-12 Apply techniques required for expressive performance of varied literature

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.H.1a **Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.**

Analyze

MU:Re7.2.H.1a **Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.**

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.H.1a **Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.**

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.H.1a **Develop and apply teacher provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.H.1a **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.H.1a **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

Harmonizing Instruments - Accomplished

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.H.IIa Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies

PP3A.HS9-12 Improvise simple rhythmic and/or melodic variations in a consistent style and meter

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.H.IIa **Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.H.IIa **Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and**

harmonizations for given melodies.

Present

MU:Cr3.2.H.IIa	Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas	PP3A.HS9-12	Improvise harmonized parts
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PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.H.IIa	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.
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Analyze

MU:Pr4.2.H.IIa	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.	HC1A.HS9-12	Identify music from various styles and historical periods by comparing and contrasting selected elements of music
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Interpret

MU:Pr4.3.H.IIa	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,
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improvisations, and chordal accompaniments in a variety of styles.

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.H.IIa **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.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.H.IIa 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).

PP1B.HS9-12 Apply techniques required for expressive performance of varied literature

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re7.1.H.IIa **Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context**

Analyze

MU:Re7.1.H.IIb **Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.**

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.H.IIa **Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text and varied researched sources.**

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.H.IIa **Apply personally-developed and established criteria based on research , personal preference, analysis, interpretation, expressive intent , and musical qualities to evaluate contrasting individual and small group musical selections for listening.**

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn11.0.H.IIa **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.H.IIa **Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

Harmonizing Instruments - Advanced

Missouri Learning Standards: Grade-Level Expectations for Music

(Adopted 2019 for implementation in the 2019-2020 school year.)

Missouri Grade Level Expectations: Music

(Adopted 2010, transitioning out.)

Code

Newly Adopted Standards

Code

Current GLE

CREATE

1. Generate and conceptualize artistic ideas and work.

Imagine

MU:Cr1.1.H.IIIa Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

PP3A.HS9-12 Improvise harmonized parts Improvise original melodies over given *chord progressions, each in a consistent style, meter, and *tonality

2. Organize and develop artistic ideas and work

Plan and Make

MU:Cr2.1.H.IIIa **Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.**

3. Refine and complete artistic work.

Evaluate and Refine

MU:Cr3.1.H.IIIa **Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.**

Present

MU:Cr3.2.H.IIIa Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues) , and three-or more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.

PP3A.HS9-12 Improvise harmonized parts

PERFORMING

4. Select, analyze, and interpret artistic work for presentation.

Select

MU:Pr4.1.H.IIIa **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).**

Analyze

MU:Pr4.2.H.IIIa Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that

HC1A.HS9-12 Identify music from various styles and historical periods by comparing and contrasting selected elements of music

includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

Interpret

MU:Pr4.3.H.IIIa **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) .**

5. Develop and refine artistic techniques and work for presentation.

Rehearse, Evaluate, and Refine

MU:Pr5.1.H.IIIa **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.**

6. Convey meaning through the presentation of artistic work

Present

MU:Pr6.1.H.IIIa 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

PP1B.HS9-12 Apply techniques required for expressive performance of varied literature

accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical)

RESPONDING

7. Perceive and analyze artistic work

Select

MU:Re6.1.H.IIIa **Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.**

Analyze

MU:Re7.2.H.IIIa **Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.**

8. Interpret intent and meaning in artistic work

Interpret

MU:Re8.1.H.IIIa **Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.**

9. Apply criteria to evaluate artistic work

Evaluate

MU:Re9.1.H.IIIa **Develop and justify evaluations of a variety of individual and small group musical selections for**

listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.

CONNECTING

10. Synthesize and relate knowledge and personal experiences to make art

MU:Cn10.0.H.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU:Cn11.0.H.IIIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.