

Ensemble and/or Secondary Music: Intermediate (I)

Creating (CR)

1 Generate musical ideas for various purposes and contexts. **M.CR.1**

- 1 Discover and experiment with short melodic and rhythmic passages based on characteristics of music or texts studied. **I.M.CR.1**
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2 Select and develop musical ideas for defined purposes and contexts. **M.CR.2**

- 2 With guidance, select and develop melodic and rhythmic passages incorporating the characteristics of music or texts studied while preserving them through notation and/or audio/video recording. **I.M.CR.2**
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3 Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria. **M.CR.3**

- 3 Evaluate and refine compositions and improvisations based on knowledge, skill, and teacher-student developed criteria. **I.M.CR.3**
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4 Share creative musical work to convey intent, demonstrate craftsmanship, and exhibit originality. **M.CR.4**

- 4 Share personally-developed melodies and rhythmic passages (individually or as an ensemble) demonstrating characteristics of music or texts studied. **I.M.CR.4**
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Performing (P)

1 Select varied musical works to present based on interest, knowledge, technical skill, and context. **M.PR.1**

- 1 Select varied repertoire with limited guidance based on interest, music reading skills (where appropriate), the structure of the music, context, and the technical skill of the individual or ensemble. **I.M.PR.1**
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2 Analyze varied musical works and their implications for performance. **M.PR.2**

- 2 Describe how the setting and formal characteristics of musical works inform prepared or improvised performances. **I.M.PR.2**
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3 Develop and express personal interpretations that consider creators' intent. **M.PR.3**

- 3 Apply expressive qualities in a varied repertoire of music through prepared and improvised performances. **I.M.PR.3**

4 Use self-reflection and peer feedback to refine individual and ensemble performances of varied music repertoire. M.PR.4

- 4 Develop strategies and evaluate success using feedback from ensemble peers and other sources to address technical challenges in a varied repertoire of music.
I.M.PR.4

5 Perform expressively with appropriate interpretation and technical accuracy. M.PR.5

- 5 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. I.M.PR.5

Responding (RE)

1 Choose music appropriate for a specific purpose or context. M.RE.1

- 1 Discuss reasons for selecting music, citing characteristics found in the music and connections to personal interest, purpose, and context. I.M.RE.1

2 Analyze how the structure and context of varied musical works inform the response. M.RE.2

- 2 Describe how understanding context and the way the elements of music are manipulated affect musical response. I.M.RE.2

3 Support the reasons for an interpretation of musical works reflecting creators' or performers' expressive intent. M.RE.3

- 3 Identify and support the reasons for the interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text. I.M.RE.3

4 Evaluate musical works and performances based on analysis, interpretation, and established criteria. M.RE.4

- 4 Explain the influence of experiences, analysis, and context on the perceived value of a musical work or performance. I.M.RE.4

Connecting (CN)

1 Synthesize and relate knowledge and personal experiences in making/understanding music. M.CN.1

- 1 Generate a collection of personal ideas reflecting current interests and concerns that could be investigated in music making/musical understanding. I.M.CN.1

2 Relate music ideas and works with societal, cultural, and historical context to deepen personal understanding. M.CN.2

- 2 Identify different ways music is used to represent, establish, reinforce, and reflect group identity. I.M.CN.2