

# Ensemble and/or Secondary Music: Novice (N)

## Creating (CR)

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

- 1 Discover and experiment with melodic and rhythmic ideas or motives that reflect characteristics of music or texts. N.M.CR.1
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### 2 Select and develop musical ideas for defined purposes and contexts. M.CR.2

- 2 Develop melodic and rhythmic ideas or motives incorporating the characteristics of music or texts studied. N.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-provided criteria. N.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 melodic and rhythmic ideas or motives (individually or as an ensemble) demonstrating characteristics of music or texts studied. N.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 guidance based on interest, music reading skills (where appropriate), the structure of the music, context, and the technical skill of the individual or ensemble. N.M.PR.1
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### 2 Analyze varied musical works and their implications for performance. M.PR.2

- 2 Identify elements of musical works to inform prepared or improvised performances. N.M.PR.2
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### 3 Develop and express personal interpretations that consider creators' intent. M.PR.3

- 3 Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. N.M.PR.3

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

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

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**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. N.M.PR.5

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**Responding (RE)**

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

1 Identify reasons for selecting music based on characteristics found in the music, connections to personal interest, and purpose or context. N.M.RE.1

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

2 Identify how knowledge of context and the use of repetition, similarities, and contrasts affect musical response. N.M.RE.2

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

3 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. N.M.RE.3

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

4 Identify and describe the effect of personal interest, experience, analysis, and context on the perceived value of a musical work or performance. N.M.RE.4

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**Connecting (CN)**

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

1 Describe how current personal interests or concerns impact music making/musical understanding. N.M.CN.1

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

2 Generate ideas about how music reflects changing times, traditions, resources, and cultural uses. N.M.CN.2