American Samoa Department of Education
Music Standards and Benchmarks

Department of Music
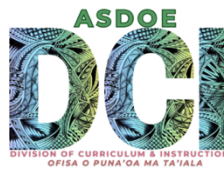
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Introduction

Music is an art and a cultural force, capable of elevating the quality of living in the home, the school, and the community. It is a well-established fact that music is a source of lifelong enjoyment and pleasure to people in general and to Samoan people in particular. Even later in life, a person still remembers his musical career and can often continue to play an instrument, to sing, and to be part of a community affair, etc., for an extended period of his life. As an avocation, music is far beyond the ordinary. In addition, the potential for a career in music cannot be overlooked or discounted. Many rewarding and challenging careers await the talented students and they range from performance, to composition, to teaching.

Through singing, playing instruments, and composing, students can express themselves creatively, while a knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important' because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. The adult life of every student is enriched by the skills, knowledge, and habits acquired in the study of music.

American Samoan students, both elementary and secondary, have consistently demonstrated unique and rich musical talents and abilities that have a very high potential for development, under proper guidance.

Philosophy

The philosophy underlying this guide is expressed succinctly by the American Association of School Administrators (AASA): "We believe in a well-balanced school curriculum in which music, drama, painting, poetry, sculpture and the like are included side by side with other important subjects, such as mathematics, history and science. It is important that pupils, as a part of general education, learn to appreciate, to understand, to create, and to criticize with discrimination those parts of the mind, the voice, the head and the body, which give dignity to the person and exalt the spirit of man. In line with the AASA philosophy, the curriculum content of this music guide is based on the belief that a balanced school curriculum should provide each student with an opportunity to develop a sensitivity to music, an ability to use music in expressing himself, an understanding and appreciation of his/her cultural heritage in music, and a desire to experience more meaning in life through musical experiences.

Performing Group Philosophy

The basic role of performing groups should be the aesthetic and musical development of the child. Performance is a medium for the educational development of the student and should not be used solely for the purpose of public relations or entertainment. Experience in a performance group should provide the student with knowledge and understanding of basic music properties. If performance is to achieve its basic role, there must be a well-balanced, sequential course of study. In addition, the student is given the opportunity to develop a functional understanding of

music and a historical understanding of the cultural development in the performing arts. Performing experiences can be a motivating tool for the young student. It gives the student an opportunity to strive for excellence, develop a sense of responsibility and encourages discipline and commitment. Performing in front of an audience of strangers will develop poise and confidence within the child

Elementary Music Curriculum

The overall Music Program for elementary schools is entitled, GENERAL MUSIC. It is intended for all children in Levels K-8. The concepts included under General Music are:
- Singing
- Reading music
- Moving to music
- Listening
- Creating music
- Playing musical instruments

The activities planned from these concepts certainly help encourage the student to explore and discover the area that is most enjoyable to them. These activities will also help the student to develop an attitude toward music that will ultimately convey to them the value music can have for them as individuals. This array of concepts quite adequately covers the range of musical experiences that are appropriate for and commonly found in elementary schools.

Music is integrated in all elementary content areas and many of the schools have music classes, two to three times a week for 30 to 40 minutes. A few of the elementary schools bave performing choirs.

Secondary Music Curriculum

Music is an elective in the high school program and there are no required music courses except prerequisite classes required for upper-level music courses. High school music classes include choral, instrumental and music theory.

The music classroom activities offer the rewarding experiences of making music and developing skills, understandings, and attitudes for personal enjoyment, expression and musical growth. Because music gives a person broad sensitivity, creative awareness and a knowledge of himself, the secondary music curriculum is structured with emphasis on experiences for everyone interested rather than on performance by a few. It offers all students a learning experience in music, one that respects the art (with its noble expression of mind and spirit) and at the same time, respects the sociological and immediate expressive needs of the student.

Performing groups justify recognition in the curriculum because of the pleasures of performance, discipline involved, group achievement opportunities, social experience, contribution to school and community life, and depth of musical understanding. Classroom music activities involve the studying and making of music both at a practical recreational level and at an advanced level.

The secondary music curriculum is taught through a comprehensive process. The amount of emphasis given to a particular concept will vary from one course or class to another (i.e., melodic concepts could be a part of the study for classes in music theory as well as for a performance group), but the approach as well as the emphasis should be suited to, the subject and the achievement level of the student

General Goals - Secondary School

- To expand the understanding of the interaction among musical elements, which result in forms of music.
    a. Melody, phrase structure, phrase repetition, sequence
    b. Tonality, harmony, harmonic rhythm, modulation
    c. Contrapuntal techniques, imitation, fugue, canon

- To perfect skills in reading and writing music.
    a. Scales
    b. Terminology
    c. Rhythmic patterns
    d. Intervals
    e. Meter signatures
    f. Dynamic markings

- To explore new techniques in musical expression.
- To continue the development of the ability to recognize and understand the use of certain instruments and/or voices.
- To provide experiences in creating music.
- To develop a historical perspective of music.
- To develop an understanding and appreciation of the various ethnic musical traditions.
- To study music as part of contemporary society.

A thorough analysis of student needs and interests (assessment) is periodically undertaken to assist in planning the music program.

Special Projects

1. Music Festival
    a. Elementary and Secondary Music Festivals are held annually in March of every school year to coincide with the Music In Our Schools Month (MIOSM) celebrated nationwide.

    b. Festivals in both divisions are competitive events where students compete in a variety of categories. These categories can be subject to change depending on the music committee from each division. Categories can be added or eliminated based on recommendations from all parties involved 1) Music Committee – consists of music teachers and advisors 2) School Administration – Principals and Vice Principals 3) Division of Curriculum and Instruction Music Department, Assistant

Director, and Program Director 4) DOE Director and Deputy Directors.

2. <u>Music In Our Schools Month (MIOSM)</u>
   a. This program is through the National Association for Music Education (NAfME)

   b. March has been officially designated by the National Association for Music Education (NAfME) for the observance of Music In Our Schools Month® (MIOSM®), the time of year when music education becomes the focus of schools and communities across the nation.

   The purpose of MIOSM is to raise awareness of the importance of music education for all children—and to remind citizens that school is where all children should have access to music. MIOSM is an opportunity for music teachers to bring their music programs to the attention of the school and the community, and to display the value that school music brings to students of all ages.

   MIOSM and the events surrounding it are the ideal opportunities for increasing awareness of the benefits of high-quality music education programs in our nation's schools. NAfME hopes that teachers, students, and music supporters alike will find ways to join the celebration through creative activities and advocacy.

   c. MIOSM is a school administered program. Schools choose how they want to celebrate music's role and its importance in their school. Events/Activities can be planned throughout the month or part of the month. They can also combine MIOSM with another event celebrating in the month of March, as in Samoan Language Arts, Special Education, etc.

The Division of Curriculum and Instruction Music Department organizes and presents these festivals providing a venue for students to perform and share their talents for music with our island audiences.

All schools perform throughout the year in their schools, in the community and at government and private functions. This includes holiday celebrations, special invitations to perform etc. Schools are also encouraged to host school concerts throughout the school year to showcase their students' high caliber in music.

Understanding the Music Standards and Benchmarks

STRANDS			
Creating	**Performing**	**Responding**	**Connecting**
Definition: Conceiving and developing new artistic ideas and work.	Definition: Realizing artistic ideas and work through interpretation and presentation.	Definition: Understanding and evaluating how the arts convey meaning.	Definition: Relating artistic ideas and work with personal meaning and external context.
STANDARDS			
1. Generate musical ideas for various purposes and contexts 2. Select and develop musical ideas for defined purposes and contexts 3. Evaluate, refine, share, and present ideas to create musical work(s) that demonstrate craftsmanship and exhibit originality	4. Select, analyze, and develop varied musical works to present based on interest, knowledge, technical skill, and context. 5. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. 6. Perform expressively, with appropriate and technical accuracy, and in a manner appropriate to the audience and context.	7. Choose and analyze music appropriate for a specific purpose or context. 8. Support interpretations of musical works that reflect creators'/performers' expressive intent. 9. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	10. Synthesize and relate knowledge and personal experience to make music. 11. Relate musical ideas and works with varied contexts to deepen understanding.

Descriptors for High School Performance Standards Levels

PROFICIENT	ACCOMPLISHED	ADVANCE
Students at the Proficient level have developed the foundational technical and expressive skills and understandings in an art form necessary to solve assigned problems or prepare assigned repertoire for presentation; make appropriate choices with some support; and may be prepared for active engagement in their community. They understand the art form to be an important form of personal realization and wellbeing, and make	Students at the Accomplished level are - with minimal assistance-able to identify or solve arts problems based on their interests or for a particular purpose; conduct research to inform artistic decisions; and create and refine arts products, performances, or presentations that demonstrate technical proficiency, personal communication, and expression. They use the art form for personal realization and	Students at the Advanced level independently identify challenging arts problems based on their interests or for specific purposes and bring creativity and insight to finding artistic solutions. They are facile in using at least one art form as an effective avenue for personal communication, demonstrating a higher level of technical and expressive proficiency characteristic of honors or college-level work. They exploit

connections between the art form, history, culture, and other learning.ii	wellbeing, and have the necessary skills for and interest in participation in arts activity beyond the school environment.	their personal strengths and apply strategies to overcome personal challenges as arts learners. They are capable of taking a leadership role in arts activity within and beyond the school environment.
A level of achievement attainable by most students who complete a high school level course in the arts (or equivalent) beyond the foundation of quality PreK-8 instruction.	A level of achievement attainable by most students who complete a rigorous sequence of high school level courses (or equivalent) beyond the Proficient level.	A level and scope of achievement that significantly exceeds the Accomplished level. Achievement at this level is indisputably rigorous and substantially expands students' knowledge, skills, and understandings beyond the expectations articulated for Accomplished achievement.

Preparatory levels for Music Standards

In light of the practical reality of music students' involvement in Ensemble and Harmonizing Instrument classes before they enter high school, performance standards are also provided for two preparatory levels in these strands. These are attached for convenience to grade levels, but are potentially useful for earlier level experiences:

NOVICE	INTERMEDIATE
nominally assigned to the fifth-grade level. Students at the Novice level have started specialization in an art form of their choice. They are beginning to develop the basic artistic understanding and technique necessary to advance their skill level. Their expressive skills may be identified and exploratory work begins. They may participate in presentation and performance opportunities as they are able. Their curiosity in the art form begins their journey toward personal realization and wellbeing.	nominally equivalent to the eighth-grade level. Students at the Intermediate level are continuing study in a chosen specialized art form. Their development continues in artistic understanding and technical and expressive skills enabling the student to begin to independently and collaboratively create, perform and respond at their given skill level. Their presentation and performance opportunities in ensembles at school and in the community increase and students actively participate in rehearsals. Through continued study of their art form they continue their journey toward personal realization and wellbeing.

DEPTH OF KNOWLEDGE (DOK) LEVELS

At the core of our American Samoa Content Standards and Benchmarks is a commitment to raising the level of academic rigor in classrooms for all students. To effectively implement these standards, educators need practical tools that support the development of local curricula, inform assessments, and encourage meaningful classroom discussions aligned with higher-order thinking.

One such tool is Norman Webb's Depth of Knowledge (DOK) framework, which helps educators evaluate the cognitive complexity—mental processing—required by standards, instructional activities, and assessment tasks. Developed in 1997, Webb's model categorizes tasks into levels based on the depth of knowledge needed to successfully complete them.

The assigned DOK level indicates the typical level of thinking students must demonstrate for their work to be considered proficient. This is often reflected in rubric descriptors used to define proficiency in student performance.

DOK 1: Recall and Reproduction

Definition: This level involves basic recall of facts, definitions, or procedures. It requires little to no critical thinking.
Skills: Define, list, label, memorize, repeat, recall, recognize, measure, calculate.

DOK 2: Skills and Concepts

Definition: Requires basic reasoning and understanding of relationships. Involves comparing, organizing, summarizing, or estimating.
Skills: Classify, compare, organize, summarize, infer, estimate, interpret.

DOK 3: Strategic Thinking

Definition: Requires reasoning, planning, and using evidence. Often involves abstract thinking and justification of responses.
Skills: Justify, explain reasoning, critique, assess, hypothesize, and revise.

DOK 4: Extended Thinking

Definition: Involves complex reasoning, planning, and thinking over an extended time. Students must connect ideas and apply learning to new situations.
Skills: Synthesize, design, connect, create, analyze over time, and reflect.

Depth of Knowledge in MUSIC

DOK 1
Students at DOK 1 are able to recall facts, terms, musical symbols, and basic musical concepts, and to identify specific information contained in music (e.g., pitch names, rhythmic duration, voice and instrument classification, music history).

DOK 2
Students at DOK 2 engage in mental processing beyond recalling or reproducing a response. Students begin to apply pitch relationships while singing (e.g., so-do), perform accurately on an instrument, and begin to self-assess their own performance. They apply correct fingerings, bowings and stickings, and interpret notation. They can explain and interpret contrasting styles and genres. Students can hear and recognize basic forms (e.g., ABA, strophic), intervals, and rhythmic patterns. Students will sight-read independently.

DOK 3
In DOK 3, students demonstrate more complex and abstract thinking in their musical performance. Students play or sing in a group, responding to the cues of the conductor. In this situation, they will use aural skills to blend, balance, and sing/play in-tune; apply pitch and rhythmic accuracy; express elements, articulation, diction, and phrasing. Students begin to play independent parts in an ensemble. They can compose a simple melody in a given key, and improvise over static harmony (e.g., play mallet instruments over a bordun or improvise over a single chord). Students use music theory knowledge to analyze chords/harmonies, realize figured bass and interpret jazz chords.

DOK 4
DOK 4 requires complex reasoning that includes planning, investigating, and/or analyzing results. Students compose in two or more voices, which requires the application of harmony, voice leading, and chord progressions. When improvising, students respond to chord changes and develop complex phrases. They rehearse and perform solos with or without accompaniment or in non-conducted ensembles, in which they are required to make individual informed decisions about style, balance, and expressive elements.

CREATING

Standard 1: Generate musical ideas for various purposes and contexts	
K.1.1	**Guide, explore, and experience music concepts (such as beat and melodic contour). (DOK 1)** *Sample Performance Indicators:* ● Identify different sounds of music. (fast vs. slow, high vs. low, loud vs. soft) ● Explore sounds using musical instruments. (xylophone, drums, etc.)
K.1.2	**Guide and generate musical ideas (such as movements or motives). (DOK 3)** *Sample Performance Indicators:* ● Demonstrate the ability to move in response to music (e.g., clapping, dancing, swaying, etc.) ● Combine simple body movements (clapping or stomping) with sounds (e.g., a voice or an instrument) to create a pattern.
Standard 2: Select and develop musical ideas for defined purposes and contexts	
K.2.1	**Guide, demonstrate, and choose favorite musical ideas. (DOK 1)** *Sample Performance Indicators:* ● Identify and imitate simple musical elements (e.g., clap or tap a steady beat, echo-sing a short melody or rhythm, fast vs. slow tempo). ● Demonstrate a simple rhythmic or melodic idea using voice, movement, or instruments.
K.2.2	**Guide, organize personal musical ideas using iconic notation and/or recording technology (DOK 3)** *Sample Performance Indicators:* ● Create a short composition using recording tech (e.g., record voice, then add a drum sound). ● Explain their choices in organizing icons or recorded sounds (e.g., using iconic notation like pictures of hands clapping, drums, bells, and place them in order on a chart or digital tool).
Standard 3: Evaluate, refine, share, and present ideas to create musical work(s) that	

demonstrate craftsmanship and exhibit originality	
K.3.1	**Guide, apply personal, peer, and teacher feedback in refining personal musical ideas. (DOK 1)** *Sample Performance Indicators:* ● Listen to feedback and repeat or adjust with guidance (e.g., clap slower after a teacher says "Try it slower", change volume after a peer says "That was too quiet", or respond to simple feedback like "Let's try it together"). ● Make basic revisions based on student feedback such as adjusting a rhythm or dynamic level after hearing suggestions.
K.3.2	**Guide and demonstrate a final version of personal musical ideas to peers. (DOK 2)** *Sample Performance Indicators:* ● Demonstrate personal musical ideas with some adjustments (e.g., create a simple rhythm pattern using clapping, tapping, and snapping). ● Demonstrate and refine a personal musical idea with adjustments based on practice (e.g., create a simple melody using a xylophone or bamboo sticks, containers, mats, etc.)
PERFORMING	
Standard 4: Select, analyze, and develop varied musical works to present based on interest, knowledge, technical skill, and context.	
K.4.1	**Guide, demonstrate, and state personal interest in varied musical selections. (DOK 2)** *Sample Performance Indicators:* ● Compare two different musical pieces (e.g., fast vs. slow) ● Demonstrate movement that reflects a song's mood or rhythm.
K.4.2	**Guide, explore, and demonstrate awareness of music contrasts (such as high/low, same/different) in a variety of music selected for performance. (DOK 2)** *Sample Performance Indicators:* ● Compare and contrast sounds in a performance piece (e.g., which sound is higher?) ● Describe musical contrasts using simple language (e.g., The second part is louder and higher).

K.4.3	Guide and demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support creators' expressive intent. (DOK 2) *Sample Performance Indicators:* ● Choose whether to sing a song softly or loudly based on its mood. ● Describe how a performer uses dynamics or tempo to express a feeling (e.g., That part is loud because it's exciting!)
Standard 5: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	
K.5.1	Guide and apply personal teacher and peer feedback to refine performances. (DOK 1) *Sample Performance Indicators:* ● Identify a musical issue (e.g., We sang too fast, or we are off beat). ● Repeat a section with changes in tempo or dynamics as modeled by the teacher.
K.5.2	Guide and suggest strategies in rehearsal to address interpretive challenges of music. (DOK 2) *Sample Performance Indicators:* ● Adjust voice quality or tempo with purpose and can explain why (in simple language). ● Reflect on what they hear and offer a solution (e.g., That part was too loud-we can sing it softer).
Standard 6: Perform expressively, with appropriate and technical accuracy, and in a manner appropriate to the audience and context.	
K.6.1	Guide and perform music with expression. (DOK 1) *Sample Performance Indicators:* ● Sing faster or slower based on the teacher's cues. ● Mimic expressive movements (e.g., soft/quiet music (sway or gently rock from side to side, loud/exciting music (jump up and down or dance energetically to the beat of the music, spin around or skip to show excitement).
K.6.2	Perform appropriately for the audience. (DOK 2) *Sample Performance Indicators:* ● Engage with the audience by making eye contact or smiling while performing. ● Choose the appropriate expression or dynamics based on the song's

	mood or setting.

RESPONDING	

Standard 7: Choose and analyze music appropriate for a specific purpose or context.	
K.7.1	**Guide, demonstrate, and list personal interests of why they prefer some music selections over others. (DOK 2)** *Sample Performance Indicators:* ● Use drawing or storytelling to describe music they enjoy. ● Demonstrates the uses of facial expressions, body movements (clapping, dancing), or instruments to show how music makes them feel.
K.7.2	**Guide and demonstrate how a specific music concept (such as beat or melodic direction) is used in music. (DOK 1)** *Sample Performance Indicators:* ● Use body movement (e.g., moving hands up/down) or simple vocal patterns to show melodic direction. ● Responds to teacher-led activities that emphasize a steady beat by clapping, tapping, or marching.

Standard 8: Support interpretations of musical works that reflect creators'/performers' expressive intent.	
K.8.1	**Guide and demonstrate awareness of expressive qualities that reflect creators'/performers' expressive intent. (DOK 2)** *Sample Performance Indicators:* ● Imitate contrasting musical moods when prompted (e.g., sings or acts "happy" vs. "sad" music). ● Move, sing, or play classroom instruments in ways that match expressive qualities (e.g., tiptoeing to soft music, stomping to loud music).

Standard 9: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	
K.9.1	**Guide and apply personal preferences in the evaluation of music. (DOK 1)** *Sample Performance Indicators:* ● Select preferred songs, sounds, or styles and expresses simple

	reasons (e.g., "I like this one because it's fast," or "It sounds fun.") ● Use expressive language, gestures, or drawings to show music they enjoy.
CONNECTING	
Standard 10: Synthesize and relate knowledge and personal experience to make music.	
K.10.1	**Demonstrate skills related to personal choices and intent when creating, performing, and responding to music. (DOK 2)** *Sample Performance Indicators:* ● Choose rhythms, pitches, or dynamics to express a personal idea (e.g., using soft sounds for "quiet night"). ● Sings or plays in a group with individual expressive choices (e.g., adds hand motions, emphasizes certain words).
Standard 11: Relate musical ideas and works with varied contexts to deepen understanding.	
K.11.1	**Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (DOK 1)** *Sample Performance Indicators:* ● Use counting or patterns in music (e.g., claps in sets of four, count beats). ● Recognize music from different cultures or family traditions.

MUSIC – LEVEL 1

CREATING	
Standard 1: Generate musical ideas for various purposes and contexts	
1.1.1	**Create musical ideas such as answering a musical question for a specific purpose. (DOK 1)** *Sample Performance Indicators:* ● *Use voice, body percussion, or classroom instruments to generate original musical ideas.* ● *Demonstrate awareness of beginning, middle, and end when creating musical responses.*
1.1.2	**Generate musical ideas with multiple tonalities such as major and minor and meters such as duple and triple. (DOK 3)** *Sample Performance Indicators:* ● Distinguish between major and minor tonalities in teacher examples and reflect those qualities in original responses (e.g., "I made it sound sad like the minor song we heard"). ● Create rhythmic patterns in duple (2-beat) and triple (3-beat) meters using body percussion, voice, or instruments.
Standard 2: Select and develop musical ideas for defined purposes and contexts	
1.2.1	**Demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent. (DOK 1)** *Sample Performance Indicators:* ● Select specific sounds, rhythms, or melodies to express a feeling or idea (e.g., choosing soft sounds for calm or slow movement for sadness). ● Use expressive language to describe their musical choices (e.g., "It sounds spooky because it's in a low voice and slow").
1.2.2	**Use iconic or standard notation and or recording technology to document and organize personal musical ideas. (DOK 2)** *Sample Performance Indicators:* ● Create simple graphic or iconic notation (e.g., pictures, shapes, or lines) to represent musical ideas or patterns (e.g., drawing a picture for a "loud sound" or "high note"). ● Record their musical ideas using a basic recording device or app

	(e.g., recording a short rhythm or melody on a phone or tablet).
Standard 3: Evaluate, refine, share, and present ideas to create musical work(s) that demonstrate craftsmanship and exhibit originality	
1.3.1	**Discuss and apply personal, peer, and teacher feedback to refine personal musical ideas. (DOK 1)** *Sample Performance Indicators:* ● Make thoughtful changes to musical ideas (e.g., add dynamics or adjust rhythm). ● Identify ways to improve musical ideas based on feedback from teachers and peers.
1.3.2	**Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audiences. (DOK 1)** *Sample Performance Indicators:* ● Present a simple musical idea (e.g., short song or rhythm) to peers or small groups. ● Use expressive elements (e.g., dynamics, tempo, vocal tone) to match the intended mood or purpose.
PERFORMING	
Standard 4: Select, analyze, and develop varied musical works to present based on interest, knowledge, technical skill, and context.	
1.4.1	**Discuss personal interest in knowledge about, and purpose of varied musical selections. (DOK 1)** *Sample Performance Indicators:* ● Play a melody softly to show calm or quiet emotions. ● Perform a rhythm piece loudly and quickly to show excitement.
1.4.2	**Demonstrate knowledge of music concepts such as beat and melodic contour in music from a variety of cultures selected for performance. (DOK 1)** *Sample Performance Indicators:* ● Identify a steady beat in simple pieces from different cultures. ● Explain how music sounds different depending on where it's from (e.g., "This song is faster" or It has a different drum beat").
1.4.3	**Read and perform rhythmic patterns using iconic or standard notation. (DOK 1)**

	Sample Performance Indicators: ● Use appropriate body percussion or instruments to demonstrate rhythms. ● Reads and accurately performs simple rhythmic patterns using standard notation (e.g., quarter notes, eighth notes, and rests).
Standard 5: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	
1.5.1	**Apply personal teacher and peer feedback to refine performances. (DOK 3)** *Sample Performance Indicators:* ● Apply feedback from teacher, peers, or self to make clear improvements (e.g., adjust tempo, pitch, or rhythm). ● Formulate constructive feedback to peers and use musical vocabulary when discussing improvements.)
1.5.2	**Suggest strategies in rehearsal to address interpretive challenges of music. (DOK 1)** *Sample Performance Indicators:* ● Recognize interpretive challenges (e.g., dynamics, tempo changes, expression) in rehearsal. ● Identify expressive or technical challenges and explain why they are important (e.g., "It sounds too loud for a lullaby").
Standard 6: Perform expressively, with appropriate and technical accuracy, and in a manner appropriate to the audience and context.	
1.6.1	**Perform music for a specific purpose with expression. (DOK 1)** *Sample Performance Indicators:* ● Identify the purpose of a musical performance. ● Demonstrate the ability to play a piece of music with appropriate dynamics and basic expression (e.g., perform a song at the correct tempo or play a piece with proper articulation.
1.6.2	**Perform appropriately for the audience and purpose. (DOK 2)** *Sample Performance Indicators:* ● Use appropriate body movements and expressions (e.g., clapping, swaying, or smiling) that expresses enjoyment or emotion in line with the purpose of the performance. ● Adjusting volume and tempo based on the teacher's guidance but also considering the nature of the music.

RESPONDING	
Standard 7: Choose and analyze music appropriate for a specific purpose or context.	
1.7.1	**Identifying personal interests and experiences influence musical selections for specific purposes. (DOK 1)** *Sample Performance Indicators:* ● Recognize and name personal preferences related to music (e.g., students can express whether they like a song or type of music). ● Connect emotions or experiences with music (identify music that fits certain emotions).
1.7.2	**Demonstrate how a specific music concept is used in various styles of music for purpose. (DOK 2)** *Sample Performance Indicators:* ● Move differently to two songs showing how dynamics or tempo vary and explain why. ● Sort music examples by mood using a musical concept (e.g., These slow songs are for calming down).
Standard 8: Support interpretations of musical works that reflect creators'/performers' expressive intent.	
1.8.1	**Demonstrate and identify expressive qualities such as dynamics and tempo that reflect creators'/performers' expressive intent. (DOK 2)** *Sample Performance Indicators:* ● Move or perform in a way that shows understanding of expressing qualities (e.g., swaying to soft music). ● Compare two songs and describe the difference in tempo/dynamics and what they make you feel.
Standard 9: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	
1.9.1	**Apply personal expressive preferences in the evaluation of music for specific purposes. (DOK 3)** *Sample Performance Indicators:* ● Justify a music choice with evidence about tempo, dynamics, and mood. ● Compare different expressive approaches and argue which one better fits a particular intent (e.g., soft/slow or loud/fast)

CONNECTING	
Standard 10: Synthesize and relate knowledge and personal experience to make music.	
1.10.1	**Demonstrate how interests, knowledge, and skills relate to personal choice and intent when creating, performing, and responding to music. (DOK 3)** *Sample Performance Indicators:* ● Explain how personal background, skills, and knowledge influence artistic intent (e.g., "I choose to play xylophone in my group because I know how to play melodies, and I thought it would sound nice with the singing part.") ● Reflect on how your music choices (tempo, instruments, dynamics) helped you express your idea.
Standard 11: Relate musical ideas and works with varied contexts to deepen understanding.	
1.11.1	**Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (DOK 3)** *Sample Performance Indicators:* ● Make connections between music and real-world or cross-curricular experiences. ● Explain the relationship between music and other art forms, school subjects, or life events.

MUSIC LEVEL 2

CREATING	
Standard 1: Generate musical ideas for various purposes and contexts	
2.1.1	**Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. (DOK 1)** *Sample Performance Indicators:* ● Create a rhythm to match movement (e.g., footsteps, galloping). ● Improvise short patterns with limited purpose or direction. ● (e.g., clap a rhythm after the teacher or make up a 4-beat rhythm).
2.1.2	**Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple) (DOK 2)** *Sample Performance Indicators:* ● Compose a melody in major tonality and duple meter (e.g., sing or play a melody using "do-re-mi-so-la" in 2/4 or 4/4 time). ● Create a rhythm pattern that fits a triple meter (e.g., clap or write a ta-ti-ti-ta pattern in ¾ time).
Standard 2: Select and develop musical ideas for defined purposes and contexts	
2.2.1	**Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. (DOK 3)** *Sample Performance Indicators:* ● Select a slow, soft melody to represent a peaceful moment. (e.g., "I used long notes and soft dynamics to show someone going to sleep.") ● Use a repeated rhythm to show excitement or urgency (e.g., "I used a fast beat with repeated patterns to show someone running.")
2.2.2	**Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas. (DOK 3)** *Sample Performance Indicators:* ● Use a digital music app to layer sounds, sequence them, and explain why certain instruments or sections were used. (e.g., "I added drums to show the beginning of a race and made the music softer at the end to show the runner was tired.") ● Create a short musical composition using standard or graphic

	notation (e.g.; "I used a fast rhythm and high notes to sound happy and I repeated the pattern to make it catchy.")
Standard 3: Evaluate, refine, share, and present ideas to create musical work(s) that demonstrate craftsmanship and exhibit originality	
2.3.1	**Interpret and apply personal, peer, and teacher feedback to revise personal music. (DOK 1)** *Sample Performance Indicators:* ● Recognize feedback from teachers or peers. ● Repeat or apply suggested changes with assistance. ● (e.g., "The teacher said to make it softer, so I did", claps rhythm slower after being told to "slow it down", fixes a wrong note after being pointed to it).
2.3.2	**Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or an informal audience. (DOK 2)** *Sample Performance Indicators:* ● Choose and perform musical elements (dynamics, tempo, pitch, rhythm) to match an idea. (e.g., "I made my music fast and loud to show excitement.") ● Refine a piece based on feedback or rehearsal (e.g., "We added a quiet part at the end so it sounded like the story was ending.")
PERFORMING	
Standard 4: Select, analyze, and develop varied musical works to present based on interest, knowledge, technical skill, and context.	
2.4.1	**Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. (DOK 1)** *Sample Performance Indicators:* ● Identify musical selections by genre, mood, purpose (e.g., lullaby, celebration, march) ● Describe in simple terms how the music makes them feel or what it reminds them of.
2.4.2	**Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. (DOK 2)** *Sample Performance Indicators:* ● Describe the meter and tonality of a folk song from another culture

	(e.g., "This is a Samoan song in a pentatonic scale with a slow, steady beat in duple meter.") ● Explain how a musical concept fits a cultural style (e.g., "This song uses a call-and response, which is common in Samoan music. We kept the beat steady in 4/4-time signature which indicates that there are four beats per measure, and each beat is a quarter note).
2.4.3	**When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. (DOK 3)** *Sample Performance Indicators:* ● Analyze a rhythmic pattern in a folk song, explain its role (e.g., intro, refrain), then perform it. ● Explain patterns within the larger context of a song or form (e.g., verse/chorus).
2.4.4	**Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent. (DOK 3)** *Sample Performance Indicators:* ● Compare two performances of the same piece and explain how changes in tempo/dynamics alter the emotion. ● Analyze how expressive qualities (e.g., loudness, speed, articulation) shape the mood or message of a piece.
**Standard 5: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.**
2.5.1	**Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. (DOK 1)** *Sample Performance Indicators:* ● Recognize established criteria (e.g., tempo, rhythm, dynamics, pitch accuracy). ● Give a simple judgement on whether the performance meets the criteria (yes or now, or correct/incorrect).
2.5.2	**Rehearse, identify, and apply strategies to address interpretive, performance, and technical challenges of music. (DOK 2)** *Sample Performance Indicators:* ● Apply appropriate strategies (such as breaking the music into sections, adjusting tempo, or focusing on specific technical aspects) to address those challenges. ● Rehearse effectively by applying these strategies to improve overall performance (e.g., slow practice, repetition, dynamics, expression,

	visualizing the performance, or seeking feedback from teacher).
Standard 6: Perform expressively, with appropriate and technical accuracy, and in a manner appropriate to the audience and context.	
2.6.1	**Perform music for a specific purpose with expression and technical accuracy. (DOK 1)** *Sample Performance Indicators:* ● Perform simple pieces or sections accurately (playing the right notes, rhythms, etc.). ● Apply basic expressions (loud/soft, fast/slow) as indicated in the music.
2.6.2	**Perform appropriately for the audience and purpose. (DOK 2)** *Sample Performance Indicators:* ● Make choices about how to perform based on the context (e.g., playing more formally or informally). ● Apply expressive techniques (dynamics, tempo, articulation) that align with the audience and purpose.
RESPONDING	
Standard 7: Choose and analyze music appropriate for a specific purpose or context.	
2.7.1	**Explain and demonstrate how personal interest and experiences influence musical selection for specific purposes. (DOK 1)** *Sample Performance Indicators:* ● Recognize how their personal likes, experiences, and memories influence the music they choose. ● Explain these connections in simple terms, understanding that personal preferences can guide musical selection.
2.7.2	**Describe how specific music concepts are used to support a specific purpose in music. (DOK 2)** *Sample Performance Indicators:* ● Describe music concepts (such as tempo, dynamic, rhythm, melody, tonality, meter, texture, etc.). ● Explain how those concepts serve a specific purpose, such as storytelling, mood creation, cultural tradition, or celebration.
Standard 8: Support interpretations of musical works that reflect creators'/performers' expressive intent.	

2.8.1	**Demonstrate knowledge of music concepts and how they support creators/performers expressive intent. (DOK 3)** *Sample Performance Indicators:* ● Analyze how a composer uses dynamics to convey fear (e.g., loud dynamics creates surprises and makes the listener feel scared). ● Explain how a slow tempo and minor tonality express sadness.
**Standard 9: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.**
2.9.1	**Apply personal and expressive preferences in the evaluation of music for specific purposes. (DOK 3)** *Sample Performance Indicators:* ● Establish musical preferences using specific criteria (such as mood, tempo, instrumentation, cultural, context, or message). ● Evaluate two songs written for celebration and explain their effectiveness.
**CONNECTING**
**Standard 10: Synthesize and relate knowledge and personal experience to make music.**
2.10.1	**Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (DOK 3)** *Sample Performance Indicators:* ● Make connections between personal experiences, interests, and musical decisions. ● Justify creative or performance choices based on your own knowledge and skills.
**Standard 11: Relate musical ideas and works with varied contexts to deepen understanding.**
2.11.1	**Demonstrate understanding of relationships between music and other arts, other disciplines, varied contexts, and daily life. (DOK 3)** *Sample Performance Indicators:* ● Compare and synthesize how music functions across different contexts (e.g., cultural, historical, emotional, or social). ● Describe how music reflects or interacts with real-world contexts (e.g., cultural traditions, current events, or daily routines).

CREATING	
Standard 1: Generate musical ideas for various purposes and contexts	
3.1.1	**Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context such as personal and social. (DOK 1)** *Sample Performance Indicators:* ● Create simple rhythmic or melodic patterns through improvisation (e.g., clapping a rhythm, singing a short melody). ● Describe a connection between musical ideas and a basic context (e.g., "happy music for a birthday," "soft sounds for quiet time").
3.1.2	**Generate musical ideas such as rhythms and melodies within a given tonality and or meter. (DOK 2)** *Sample Performance Indicators:* ● Improvise a rhythm in triple meter (e.g., "I clapped a pattern that feels like a waltz: ONE-two-three, ONE-two-three."). ● Create rhythmic and melodic patterns using constraints such as tonality (major/minor) and meter (duple/triple).
Standard 2: Select and develop musical ideas for defined purposes and contexts	
3.2.1	**Demonstrate selected musical ideas for a simple improvisation or composition to express intent and describe connection to a specific purpose and context. (DOK 1)** *Sample Performance Indicators:* ● Create or select simple musical ideas (such as short rhythm, melodic phrase, or sound pattern). ● Identify or name the context (e.g., music for a party, a quiet time, or a celebration).
3.2.2	**Use iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. (DOK 2)** *Sample Performance Indicators:* ● Construct a simple rhythmic or melodic idea. ● Use visual or technological tools to represent ideas (iconic notation, recording apps, diagrams, or drawings).
Standard 3: Evaluate, refine, share, and present ideas to create musical work(s) that	

demonstrate craftsmanship and exhibit originality	
3.3.1	**Evaluate, refine and document revisions to personal musical ideas, applying teacher-provided and collaboratively developed criteria and feedback. (DOK 1)** *Sample Performance Indicators:* ● Revise music based on simple feedback (e.g., change the tempo, adjust rhythm). ● Document revisions by showing what changed, either through notation or recording (e.g., writing down a new rhythm or singing a revised melody).
3.3.2	**Present the final version of personal created music to others, and describe connections to expressive intent. (DOK 2)** *Sample Performance Indicators:* ● Perform the final version of your musical idea for others. ● Describe how your expressive choices (such as dynamics, rhythm, tempo, or melody) are connected to the intent (emotion or story)
PERFORMING	
Standard 4: Select, analyze, and develop varied musical works to present based on interest, knowledge, technical skill, and context.	
3.4.1	**Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context. (DOK 1)** *Sample Performance Indicators:* ● Recall basic reasons for why you selected this music (e.g., it's fast, slow, fun, or calming). ● State personal interests that influenced your selection (e.g., "I like this style" or "I like this melody").
3.4.2	**Demonstrate understanding of structure in music selected for performance. (DOK 2)** *Sample Performance Indicators:* ● Apply the structure in performance (e.g., adjusting dynamics, or tempo based on the structure). ● Explain the structure in simple terms and describe how the music flows (e.g., the song starts with a verse then moves to the chorus, then back to the verse or this piece has an A-B-A structure where the A section is the same, and the B section changes, then we go back to

	A).
3.4.3	**Read and perform rhythmic patterns and melodic phrases using iconic and standard notation. (DOK 3)** *Sample Performance Indicators:* ● Perform with expression, incorporating dynamics, tempo, and articulation. ● Connect rhythmic patterns to the overall structure and intention of the music, adjusting performance to reflect understanding.
3.4.4	**Describe how context such as personal and social can inform a performance. (DOK 3)** *Sample Performance Indicators:* ● Analyze how personal and social context (e.g., emotions, audience expectations, cultural background) influence their performance choices. ● Evaluate how your personal connection to the music or the audience you are performing for impacts your interpretation (e.g., tempo, dynamics, phrasing).
Standard 5: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	
3.5.1	**Demonstrate how intent is conveyed through expressive qualities such as dynamics and tempo. (DOK 1)** *Sample Performance Indicators:* ● Identify how dynamics (loud/soft) and tempo (fast/slow) affect the overall mood or feeling of the piece. ● Use basic expressive qualities in your performance (e.g., playing louder or softer, faster or slower) to show simple intent such as excitement, sadness, or calmness.
3.5.2	**Apply teach provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances. (DOK 2)** *Sample Performance Indicators:* ● Discuss the criteria that will be used to assess the performance, such as accuracy of rhythm, correctness of pitch, coordination between instruments/voices, and expressive qualities (dynamics, articulation, etc.). ● Use feedback to pinpoint areas of improvement.
3.5.3	**Rehearse to refine technical accuracy, expressive qualities, and**

	identified performance challenges. (DOK 3) *Sample Performance Indicators:* ● Apply strategic rehearsal techniques (e.g., slow practice, repetition, use of metronome) to refine technical accuracy and expressive qualities. ● Collaborate with peers and teachers to address shared challenges in ensemble performance.
**Standard 6: Perform expressively, with appropriate and technical accuracy, and in a manner appropriate to the audience and context.**
3.6.1	**Perform music with expression and technical accuracy. (DOK 1)** *Sample Performance Indicators:* ● Perform the correct notes and rhythms with accuracy. ● Demonstrate basic expressive qualities (e.g., loud/soft, fast/slow) in the performance.
3.6.2	**Demonstrate performance decorum and audience etiquette appropriate for the context and venue. (DOK 2)** *Sample Performance Indicators:* ● Demonstrate positive performance behavior (e.g., walking on stage with confidence, following stage directions, acknowledging the audience). ● Show appropriate audience behavior (e.g., clapping at the right times, remaining quiet during the performance, respecting the performers).
**RESPONDING**
**Standard 7: Choose and analyze music appropriate for a specific purpose or context.**
3.7.1	**Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes. (DOK 1)** *Sample Performance Indicators:* ● Identify personal interests and experiences that relate to a piece of music. ● Identify a song you like.
3.7.2	**Describe how a response to music can be informed by the structure, the use of the elements of music, and context. (DOK 2)** *Sample Performance Indicators:*

	• Describe how the tempo makes the music feel exciting. • Explain how knowing the music is for a celebration change how you hear it.

Standard 8: Support interpretations of musical works that reflect creators'/performers' expressive intent.

3.8.1	**Describe how expressive qualities such as dynamic tempo are used in performers' interpretations to reflect expressive intent. (DOK 3)** *Sample Performance Indicators:* • Compare two versions of the same piece and explain how each performer's use of dynamics and temp creates a different feeling or story. • Justify which version better expresses the intended emotion.

Standard 9: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

3.9.1	**Evaluate musical works and performances, apply established criteria, and describe appropriateness to the context. (DOK 3)** *Sample Performance Indicators:* • Evaluate two different performances of the same song and explain which one better fits a specific event (e.g., graduation, parade). • Explain why a performance was or wasn't appropriate for the audience or setting.

	CONNECTING

Standard 10: Synthesize and relate knowledge and personal experience to make music.

3.10.1	**Demonstrate how interests, knowledge, and skills relate to personal choice and intent when creating, performing, and responding to music. (DOK 3)** *Sample Performance Indicators:* • Discuss how your choice of music reflects your personal interests or cultural background and how you used your skills to perform it. • Explain how the song you created or performed matches your intended message or feeling and how your skills helped convey that.

Standard 11: Relate musical ideas and works with varied contexts to deepen understanding.

3.11.1	**Demonstrate understanding of relationships between music and the**

	other arts, other disciplines, varied contexts, and daily life. (DOK 3) *Sample Performance Indicators:* ● Compare how music in different cultures reflects their history or values. ● Discuss how music is used to enhance emotions in a movie or advertisement and why that connection is important.

MUSIC – LEVEL 4

CREATING	
Standard 1: Generate musical ideas for various purposes and contexts	
4.1.1	**Improvise rhythmic and melodic ideas and describe connection to specific purpose and context (such as personal and social). (DOK 1)** *Sample Performance Indicators:* ● Identify rhythmic patterns (e.g., quarter notes, eighth notes) in a piece of music. ● Create a short melody using a simple scale.
4.1.2	**Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter. (DOK 2)** *Sample Performance Indicators:* ● Generate a rhythmic pattern in ¾ meter. ● Create a simple melody using notes of a C major scale.
Standard 2: Select and develop musical ideas for defined purposes and contexts	
4.2.1	**Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context. (DOK 1)** *Sample Performance Indicators:* ● Identify the musical ideas (e.g., a specific rhythm pattern or melody) in an improvisation. ● Name different ways music can express emotion (e.g., fast tempo for excitement, slow for sadness).
4.2.2	**Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. (DOK 2)** *Sample Performance Indicators:* ● Write a short melody in standard notation and use a recording app to capture it. ● Use iconic notation to represent a rhythmic idea and explain the symbols used.
Standard 3: Evaluate, refine, share, and present ideas to create musical work(s) that demonstrate craftsmanship and exhibit originality	

4.3.1	**Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback to show improvement over time. (DOK 2)** *Sample Performance Indicators:* ● Make revisions to a melody based on peer feedback and record the new version. ● Apply the teacher feedback to improve rhythm accuracy in a musical composition and keep a record of the changes.
4.3.2	**Present the final version of personal created music to others, and explain connection to expressive intent. (DOK 3)** *Sample Performance Indicators:* ● Present the final version of the music and justify how specific musical elements (e.g., dynamics, articulation, harmony) were chosen to convey a theme of resilience. ● Reflect on the entire creative process, explaining how each revision or decision supported the desired emotion or message and how the final presentation communicates that intent to the audience.
**PERFORMING**

**Standard 4: Select, analyze, and develop varied musical works to present based on interest, knowledge, technical skill, and context.**
4.4.1	**Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill. (DOK 1)** *Sample Performance Indicators:* ● Name a favorite music genre or compose and explain how it influences your choice of music. ● Identify a piece of music you can perform well and explain why it fits your current technical skill level.
4.4.2	**Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance. (DOK 1)** *Sample Performance Indicators:* ● Identify the time signature and key signature of a piece of music. ● Name the sections of a piece (e.g., verse, chorus, bridge).
4.4.3	**Read and perform using iconic and/or standard notation. (DOK 2)** *Sample Performance Indicators:*

	● Perform a short melody or rhythm from standard notation with correct rhythm and pitch. ● Follow dynamics or articulation markings in a piece of music when reading from iconic notation.
4.4.4	**Explain how context (such as social and cultural) informs a performance. (DOK 3)** *Sample Performance Indicators:* ● Analyze how a piece of music reflects cultural traditions and explain how a performer might adjust their interpretation based on this cultural context. ● Discuss how the social setting of a performance (e.g., a concert hall) influences the performer's expression and technical choices.
**Standard 5: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.**
4.5.1	**Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances. (DOK 2)** *Sample Performance Indicators:* ● Evaluate your personal performance and the ensemble performance using teacher-provided criteria, such as rhythm and dynamics. ● After receiving feedback, adjust your articulation or tempo to improve the expressiveness of the performance.
4.5.2	**Rehearse to refine technical accuracy and expressive qualities, and address performance challenges. (DOK 2)** *Sample Performance Indicators:* ● Practice a difficult passage slowly to correct rhythm and pitch issues. ● Rehearse with dynamics and phrasing in mind to improve expressiveness in a section of the piece.
**Standard 6: Perform expressively, with appropriate and technical accuracy, and in a manner appropriate to the audience and context.**
4.6.1	**Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation. (DOK 1)** *Sample Performance Indicators:* ● Perform a short piece with accurate rhythm and pitch. ● Play a melody with the correct dynamic markings.

4.6.2	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre. (DOK 1)
	Sample Performance Indicators: ● Identify when it is appropriate to clap during a performance. ● Recognize the importance of waiting for the audience to settle before starting a performance.

<table>
<tr><td colspan="2" align="center">RESPONDING</td></tr>
<tr><td colspan="2">Standard 7: Choose and analyze music appropriate for a specific purpose or context.</td></tr>
<tr><td>4.7.1</td><td>Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. (DOK 1)

Sample Performance Indicators:
● Identify a piece of music that represents a specific culture or period in history.
● Name a piece of music that might be used for personal expression or celebration.</td></tr>
<tr><td>4.7.2</td><td>Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context. (DOK 2)

Sample Performance Indicators:
● Explain how the changes in rhythm and dynamics in a piece influence how the listener feels during different sections.
● Describe how the form of a song (e.g., verse-chorus) creates expectation and emotional response.</td></tr>
<tr><td colspan="2">Standard 8: Support interpretations of musical works that reflect creators'/performers' expressive intent.</td></tr>
<tr><td>4.8.1</td><td>Demonstrate and explain how the expressive qualities such as dynamics, tempo, and timbre are used in performers and personal interpretations to reflect expressive intent. (DOK 2)

Sample Performance Indicators:
● Perform a piece with varied dynamics (loud and soft) to match the emotional mood of the music.
● Adjust the tempo to reflect the feeling of urgency or calm in the music.</td></tr>
<tr><td colspan="2">Standard 9: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.</td></tr>
</table>

4.9.1	**Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. (DOK 3)**
	Sample Performance Indicators: ● Analyze a performance of a specific piece, explaining how choices in tempo, dynamic, and timbre fit in the context of the performance, whether in a concert hall, a competition, or a casual setting. ● Compare different versions of a piece, explaining which performance best fits the context.

<div align="center">CONNECTING</div>

Standard 10: Synthesize and relate knowledge and personal experience to make music.

4.10.1	**Demonstrate how interests, knowledge, and skill relate to personal choices and intent when creating, performing, and responding to music. (DOK 3)**
	Sample Performance Indicators: ● Reflect on how learning a new instrument change how you respond to music or choose what to perform. ● Explain how your composition reflects your musical interests, technical skills, and intended emotional message.

Standard 11: Relate musical ideas and works with varied contexts to deepen understanding.

4.11.1	**Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (DOK 3)**
	Sample Performance Indicators: ● Compare how music and visual art express the same theme differently. ● Explain how music reflects cultural values or personal experiences.

MUSIC – LEVEL 5

CREATING

Standard 1: Generate musical ideas for various purposes and contexts	
5.1.1	**Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context such as social, cultural, and historical. (DOK 1)** *Sample Performance Indicators:* ● Sing or play a short melody using a given scale. ● Improvise a 4-beat rhythmic pattern using body percussion.
5.1.2	**Generate musical ideas such as rhythms, melodies, and accompaniment patterns within specific related tonalities, meters, and simple chord changes. (DOK 1)** *Sample Performance Indicators:* ● Create a 4-beat rhythm using quarter and eighth notes in 4/4 meter. ● Compose a simple melody using notes from the C major scale.
Standard 2: Select and develop musical ideas for defined purposes and contexts	
5.2.1	**Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. (DOK 1)** *Sample Performance Indicators:* ● Choose a melodic pattern and repeat it over a steady beat. ● Add a basic accompaniment to a short melody.
5.2.2	**Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas. (DOK 2)** *Sample Performance Indicators:* ● Use notation software like (noteflight or flat.io) to write a melody in C major and add chords (e.g., C-G-F). ● Use a recording app to capture layered sounds (melody and harmony)
Standard 3: Evaluate, refine, share, and present ideas to create musical work(s) that demonstrate craftsmanship and exhibit originality	

5.3.1	**Evaluate, refine, and document revision to personal music applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes. (DOK 3)**
	Sample Performance Indicators: ● Compare two versions of your piece and explain how the changes helped express the mood better. ● Reflect in writing or discussion on how applying feedback made your melody more balanced or engaging.
5.3.2	**Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent. (DOK 2)**
	Sample Performance Indicators: ● Perform a piece with dynamics and tempo changes to match the intended mood. ● Present a composition and describe how the use of instruments or structure expresses joy, sadness, excitement, etc.
	PERFORMING
Standard 4: Select, analyze, and develop varied musical works to present based on interest, knowledge, technical skill, and context.	
5.4.1	**Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal others' technical skill. (DOK 1)**
	Sample Performance Indicators: ● Choose a piece to perform and say why you like it. ● Identify whether a piece is easy or hard for your instrument or voice.
5.4.2	**Demonstrate understanding of structure and the elements of music such as rhythm, pitch, form, and harmony. (DOK 1)**
	Sample Performance Indicators: ● Label rhythms with quarter and eighth notes. ● Identify high/low pitch and simple forms like ABA.
5.4.3	**Read and analyze selected music and perform using standard notation. (DOK 1)**
	Sample Performance Indicators: ● Identify the note names and rhythms in a simple melody. ● Play or sing a simple melody accurately from sheet music.

5.4.4	**Explain how context such as social, cultural, and historical information informs performances. (DOK 2)** *Sample Performance Indicators:* ● Describe how a song from a specific culture is performed differently from others based on the customs and traditions of that culture. ● Discuss how music from a specific historical period reflects the social conditions or events of that time.
5.4.5	**Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities such as dynamics, tempo, and timbre. (DOK 3)** *Sample Performance Indicators:* ● Explain why you chose to accelerate the tempo in the middle of a piece to create excitement. ● Reflect on how adjusting timbre (e.g., using a breathier voice or softer instrument tone) helped communicate the mood of the song.
**Standard 5: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.**
5.5.1	**Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. (DOK 2)** *Sample Performance Indicators:* ● Evaluate your own performance using teacher feedback (e.g., "I need to work on playing the rhythm more accurately"). ● Assess how well your ensemble maintained the correct tempo or balanced their dynamics during the performance.
5.5.2	**Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time. (DOK 2)** *Sample Performance Indicators:* ● Use slow practice to fix a rhythm mistake, then gradually increase speed. ● Add dynamics to a piece after practicing the notes accurately, and evaluate if the expressive qualities align with the music's intent.
**Standard 6: Perform expressively, with appropriate and technical accuracy, and in a manner appropriate to the audience and context.**
5.6.1	**Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. (DOK 1)**

	Sample Performance Indicators: ● Play or sing the notes rhythms correctly, as written in the score. ● Maintain the correct tempo and dynamics as indicated in the music.
5.6.2	**Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style. (DOK 1)** *Sample Performance Indicators:* ● Sit quietly and attentively during a performance. ● Applaud at appropriate times (e.g., after a piece ends).
RESPONDING	
Standard 7: Choose and analyze music appropriate for a specific purpose or context.	
5.7.1	**Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. (DOK 1)** *Sample Performance Indicators:* ● Identify a song that reminds you of a personal experience. ● Name a song that is used for celebration or mourning.
5.7.2	**Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical). (DOK 2)** *Sample Performance Indicators:* ● Explain how a tempo and minor key create a sad feeling. ● Describe how a piece with a fast rhythm feels exciting.
Standard 8: Support interpretations of musical works that reflect creators'/performers' expressive intent.	
5.8.1	**Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers and personal interpretations to reflect expressive intent. (DOK 2)** *Sample Performance Indicators:* ● Explain how a slow tempo and soft dynamics make a piece feel calm. ● Discuss how different expressive choices created different moods.
Standard 9: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	

5.9.1	**Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. (DOK 3)**
	Sample Performance Indicators: ● Explain how a performer's articulation affected the overall mood of a song whether it fit the concert's theme. ● Justify why a lullaby would be more effective played with soft dynamics and slow tempo, citing those elements.

CONNECTING

Standard 10: Synthesize and relate knowledge and personal experience to make music.

5.10.1	**Demonstrate how interests, knowledge, and skill relate to personal choices and intent when creating, performing, and responding to music. (DOK 1)**
	Sample Performance Indicators: ● Identify specific personal interests or experiences that influence musical decisions. ● Demonstrate awareness of their own strengths and areas for growth in music-making.

Standard 11: Relate musical ideas and works with varied contexts to deepen understanding.

5.11.1	**Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (DOK 2)**
	Sample Performance Indicators: ● Apply connections creatively in projects or performances that show the integration of music with other forms of expression or learning. ● Demonstrate clear understanding of how music relates to other art forms (e.g., dance movements, visual arts, or drama) and academic subjects (e.g., language arts, history).

MUSIC – LEVEL 6

CREATING	
Standard 1: Generate musical ideas for various purposes and contexts	
6.1.1	**Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent. (DOK 4)** *Sample Performance Indicators:* ● Create a piece that follows a clear AB or ABA structure, with distinct sections that are easy to identify. ● Perform or present a piece with clarity and confidence, conveying the expressive intent through the performance.
Standard 2: Select and develop musical ideas for defined purposes and contexts	
6.2.1	**Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent. (DOK 4)** *Sample Performance Indicators:* ● Create a piece that reflects the student's personal musical ideas, showcasing creativity in rhythm, melody, and harmony. ● Organize musical ideas effectively to create a logical and cohesive flow.
6.2.2	**Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic, melodic, and two-chord harmonic musical ideas. (DOK 2)** *Sample Performance Indicators:* ● Demonstrate basic proficiency in creating and documenting rhythmic, melodic, and harmonic ideas using notation and multimedia. ● Record and share a melodic performance with accurate pitch and rhythmic execution.
Standard 3: Evaluate, refine, share, and present ideas to create musical work(s) that demonstrate craftsmanship and exhibit originality	
6.3.1	**Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.**

	(DOK 3) *Sample Performance Indicators:* ● Evaluate music compositions or performances by applying teacher-provided criteria, which include the effective use of selected elements of music. ● Apply selected elements of music (e.g., time signature, note values, melodic structure) in compositions or performances.
6.3.2	**Describe rationale for making revisions to the music based on evaluation criteria and feedback from their teacher. (DOK 2)** *Sample Performance Indicators:* ● Demonstrate the ability to integrate teacher feedback in revision process by making adjustments to music (e.g., correcting rhythm, refining melodic phrasing) ● Describe the impact of revisions on the overall clarity, cohesiveness, or expression of the music.
6.3.3	**Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent. (DOK 4)** *Sample Performance Indicators:* ● Design a composition or arrangement with a clear beginning, middle, and ending, ensuring that the piece has a logical or cohesive flow. ● Apply proper musical techniques (e.g., correct rhythmic notation, melody articulation, harmony structure) to create a well-crafted piece.
**PERFORMING**
**Standard 4: Select, analyze, and develop varied musical works to present based on interest, knowledge, technical skill, and context.**
6.4.1	**Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen. (DOK3)** *Sample Performance Indicators:* ● Apply specific criteria for selecting music, such as style, mood, difficulty level, or intended audience. ● Explain the rationale for each music selection, connecting it directly to the purpose or the context for which it was chosen.

6.4.2	**Explain how understanding the structure and the elements of music are used in music selected for performance. (DOK 1)** *Sample Performance Indicators:* ● Identify key musical elements used in selected piece (e.g., rhythm, melody, harmony, dynamics, texture). ● Discuss how different elements (e.g., rhythm and dynamics) are used purposefully in different sections of the piece to achieve the intended emotional effect.
6.4.3	**Read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics. (DOK 1)** *Sample Performance Indicators:* ● Identify standard musical symbols for rhythm, pitch, articulation, and dynamics, and explain their function in music notation. ● Match symbols to their names or functions (e.g., matching a dotted quarter note with its description: " a note that receives one and a half beats in 4/4 time").
6.4.4	**Identify how cultural and historical context inform performances. (DOK 2)** *Sample Performance Indicators:* ● Explain how the cultural and historical context of a piece of music influences its performance style, interpretation, and presentation. ● Recognize how the historical period in which the piece was composed (e.g., Baroque, Classical, etc.) impact its performance.
Standard 5: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	
6.5.1	**Identify and apply teacher-provided criteria such as correct interpretation of notation, technical accuracy, originality to rehearse, refine, and determine when a piece is ready to perform. (DOK 1)** *Sample Performance Indicators:* ● Identify the basic teacher-provided criteria (e.g., correct rhythms, pitch, accuracy) and apply it during initial rehearsal. ● Identify and correct mistakes based on the notation.
Standard 6: Perform expressively, with appropriate and technical accuracy, and in a manner appropriate to the audience and context.	
6.6.1	**Perform the music with technical accuracy to convey the creator's intent. (DOK 3)**

	Sample Performance Indicators: ● Perform a piece of music focusing on dynamics, tempo, and articulation to convey the emotion or mood of the piece. ● Perform a music piece with technical accuracy (pitch, rhythm), while also making choices about dynamics, tempo, and articulation.
6.6.2	**Demonstrate performance decorum such as stage presence, attire, and behavior and audience etiquette appropriate for venue and purpose. (DOK 4)** *Sample Performance Indicators:* ● Analyze different components (like attire, stage presence, and behavior), understand their importance in the context of a performance. ● Evaluate how the different components such as attire, presence, and behavior affect the success of a performance.
**RESPONDING**

Standard 7: Choose and analyze music appropriate for a specific purpose or context.

6.7.1	**Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose. (DOK 1)** *Sample Performance Indicators:* ● Name a song and state what you like about it. ● Recognize the style or genre.
6.7.2	**Describe how the elements of music and expressive qualities relate to the structure of the pieces. (DOK 2)** *Sample Performance Indicators:* ● Explain how musical elements support different sections. ● Describe how elements like melody, rhythm, or dynamics relate to the structure.
6.7.3	**Identify the context of music from a variety of genres, cultures, and historical periods. (DOK 1)** *Sample Performance Indicators:* ● Identify and recall basic information about genre, culture, or period. ● Identify the form or structure of a piece and basic musical elements (e.g., "The chorus is louder and repeats after each verse").

Standard 8: Support interpretations of musical works that reflect creators'/performers' expressive intent.

6.8.1	**Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities within genres and cultural and historical context, convey expressive intent. (DOK 2)** *Sample Performance Indicators:* ● Explain how musical choices reflect expressive intent. ● Describe how musical elements express intent.
Standard 9: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	
6.9.1	**Apply teacher-provided criteria to evaluate musical works of performances. (DOK 4)** *Sample Performance Indicators:* ● Reflect on how the different genres affect your evaluation (e.g., dynamic, variation, rhythm, interpretation). ● Justify why your conclusions may have changed based on performances.
CONNECTING	
Standard 10: Synthesize and relate knowledge and personal experience to make music.	
6.10.1	**Demonstrate how interests, knowledge, and skill relate to personal choices and intent when creating, performing, and responding to music. (DOK 4)** *Sample Performance Indicators:* ● Create an original composition that reflects their personal interests (e.g., favorite genres, cultural influences, personal experiences). ● Describe how your own background and personal interests influenced choices you made in your composition.
Standard 11: Relate musical ideas and works with varied contexts to deepen understanding.	
6.11.1	**Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (DOK 3)** *Sample Performance Indicators:* ● Compare how music is used in different contexts (e.g., sports events vs. museum exhibitions). ● Explore the purpose of music in each context (e.g., theater, sports events).

MUSIC – LEVEL 7

CREATING	
Standard 1: Generate musical ideas for various purposes and contexts	
7.1.1	**Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments with AB, ABA, or theme variation forms that convey expressive intent. (DOK 1)** *Sample Performance Indicators:* ● Recognize and demonstrate basic understanding of rhythmic, melodic, and harmonic elements. ● Identify common rhythmic patterns in simple time signatures.
7.1.2	**Select, organize, and develop 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. (DOK 3)** *Sample Performance Indicators:* ● Select a simple melody and organize it into an arrangement using a theme and variation form, demonstrating how to maintain unity while adding variety. ● Develop a composition within a specific form (melody, harmony, rhythm) and how it supports the expressive intent.
7.1.3	**Use standard and/or iconic notation and/or audio/video recording document personal simple rhythmic phrases, melodic phrases, and harmonic sequence. (DOK 1)** *Sample Performance Indicators:* ● Write a simple rhythmic pattern using quarter and eighth notes and record it using standard notation or an audio recording. ● Record a simple rhythmic or melodic phrase you created, using an audio or video recording and label it with the notation or description.
Standard 2: Select and develop musical ideas for defined purposes and contexts	
7.2.1	**Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources. (DOK 3)**

	Sample Performance Indicators: ● Make or suggest revisions based on self-evaluation or peer feedback. ● Select or use given criteria (style, form, sound sources, etc.) to assess their composition or performance.
7.2.2	**Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teachers and peers). (DOK 4)** *Sample Performance Indicators:* ● Describe changes made to their work based on the feedback (e.g., "I change the melody in measure 8 to better match the minor tonality."). ● Explain which evaluation criteria were used to assess their music (e.g., style, form, use of timbre).
Standard 3: Evaluate, refine, share, and present ideas to create musical work(s) that demonstrate craftsmanship and exhibit originality	
7.3.1	**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. (DOK 4)** *Sample Performance Indicators:* ● Complete and present a final musical work (composition, song, or arrangement) in written or recorded form. ● Present a polished, original, and expressive musical work.
PERFORMING	
Standard 4: Select, analyze, and develop varied musical works to present based on interest, knowledge, technical skill, and context.	
7.4.1	**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. (DOK 3)** *Sample Performance Indicators:* ● Collaborate with others to develop criteria for selecting music. ● Explain how the music communicates emotion, story, atmosphere (e.g., contrasting dynamic ranges, harmonic choices, or articulation styles).
7.4.2	**Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used. (DOK 3)**

	Sample Performance Indicators: ● Explain the structure of each selected piece of music. ● Compare and contrast the selected piece of music.
7.4.3	**When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo and form. (DOK 2)** *Sample Performance Indicators:* ● Identify standard rhythmic symbols (e.g., quarter note, eighth note, half note, etc.). ● Identify pitch-related symbols (treble, bass, etc.), key signatures, accidentals (sharps, flats, naturals), and note names on the staff.
7.4.4	**Identify how cultural and historical context inform performances and result in different music interpretations. (DOK 3)** *Sample Performance Indicators:* ● Compare different performances of the same piece from different time periods or cultural perspectives (e.g., historically informed performance vs. modern interpretations). ● Establish how articulation, dynamics, instrumentation may vary based on cultural or historical traditions.
7.4.5	**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. (DOK 3)** *Sample Performance Indicators:* ● Select and perform two or more contrasting pieces of music that highlight different styles, genres, or emotional content. ● Demonstrate expressive use of dynamics such as crescendo, decrescendo, and dynamic markings (e.g., *p, f, mp*) to shape the music and communicate mood or emotion.
Standard 5: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	
7.5.1	**Identify and apply collaboratively-developed criteria such as demonstrating correct interpretation of notation, technical skill or performer, originality, emotional impact, and interest to rehearse, refine, and determine when the music is ready to perform. (DOK 3)** *Sample Performance Indicators:* ● Collaboratively develop criteria for performance such as working together with peers or teachers to establish criteria that will guide

	the rehearsal process (e.g., accuracy, technical proficiency, expressiveness). ● Discuss and agree upon the aspects of performance to be emphasized, such as interpretation of notation, emotional expression, and originality.
**Standard 6: Perform expressively, with appropriate and technical accuracy, and in a manner appropriate to the audience and context.**
7.6.1	**Perform the music with technical accuracy and stylistic expression to convey the creator's intent. (DOK 3)** *Sample Performance Indicators:* ● Use dynamics, tempo, and expression marks to convey the emotions and mood intended by the composer (e.g., a fast, lively section in a dance movement may convey joy, while a slow, lyrical section may express melancholy). ● Demonstrate a clear understanding of how each element of the music (e.g., rhythm, harmony, melody, dynamics) contributes to the overall expression of the piece.
7.6.2	**Demonstrate performance decorum such as stage presence, attire, and behavior and audience etiquette appropriate for venue, purpose, and context. (DOK 2)** *Sample Performance Indicators:* ● Demonstrate appropriate stage presence (e.g., confidence, posture, engagement, movement etc.). ● Follow appropriate attire guidelines (e.g., professional dress, venue-appropriate clothing, neatness, and cleanliness).
**RESPONDING**
**Standard 7: Choose and analyze music appropriate for a specific purpose or context.**
7.7.1	**Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose. (DOK 3)** *Sample Performance Indicators:* ● Explain the rationale for selecting the pieces and how to contrast between the pieces is important for the specific purpose (setting a reflective mood, motivating exercise). ● Compare and contrast how pieces create different atmospheres reflecting on the tempo, dynamics, and instrumentation.

7.7.2	**Classify and explain how the elements of music expressive qualities relate to the structure of contrasting pieces. (DOK 2)** *Sample Performance Indicators:* ● Classify key elements of music in two contrasting pieces (e.g., a fast-paced rock song vs. a slow classical piece). ● Explain how the expressive qualities (e.g., dynamics, articulation, and melody) in the contrasting pieces align with the musical structure.
7.7.3	**Identify and compare the context of music from a variety of genres, cultures, and historical periods. (DOK 3)** *Sample Performance Indicators:* ● Describe the style, instrumentation, and typical elements of each genre, culture, or period studied (e.g., the use of ornamentation in Baroque music, or polyrhythms in Latin music). ● Compare the context of music from at least two different genres, cultures, or periods by analyzing the differences in musical style, instrumentation, and the purpose of the music.

Standard 8: Support interpretations of musical works that reflect creators'/performers' expressive intent.

7.8.1	**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. (DOK 2)** *Sample Performance Indicators:* ● Describe how the creators (composers, songwriters) and performers (musicians, singers) use musical elements like rhythm, melody, tempo, dynamics, and timbre to express particular emotions. ● Demonstrate an understanding of different styles or genres of music by comparing two or more pieces of music.

Standard 9: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

7.9.1	**Select from teacher-provided criteria to evaluate musical works or performances. (DOK 1)** *Sample Performance Indicators:* ● Choose one or more of the teacher-provided criteria to evaluate the music or performance. ● Apply the selected criteria to evaluate specific aspects of a musical performance or composition, such as technique, expressiveness, and

	musicality.

<table>
<tr><td colspan="2" align="center">CONNECTING</td></tr>
<tr><td colspan="2">Standard 10: Synthesize and relate knowledge and personal experience to make music.</td></tr>
<tr>
<td>7.10.1</td>
<td>Demonstrate how interests, knowledge, and skill relate to personal choices and intent when creating, performing, and responding to music. (DOK 3)

Sample Performance Indicators:
● Recognize how personal interests, such as favorite genres, instruments or styles of music, influence their decisions when creating or performing music.
● Demonstrate how musical skills (e.g., instrumental technique, vocal ability, or composition skills) support personal intent when creating music.</td>
</tr>
<tr><td colspan="2">Standard 11: Relate musical ideas and works with varied contexts to deepen understanding.</td></tr>
<tr>
<td>7.11.1</td>
<td>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (DOK 1)

Sample Performance Indicators:
● Identify how music relates to visual arts, dance, theater, and other artistic expressions, describing how elements of music (like rhythm, melody, harmony) are reflected in these art forms.
● Discuss how music is integrated into daily life, such as through entertainment, rituals, ceremonies, or personal activities like listening to music for relaxation or motivation.</td>
</tr>
</table>

MUSIC – LEVEL 8

CREATING	
Standard 1: Generate musical ideas for various purposes and contexts	
8.1.1	**Generate rhythmic, melodic, and harmonic accompaniments within expanded forms including introductions, transitions, and codas that convey expressive intent. (DOK 3)** *Sample Performance Indicators:* ● Create a rhythmic accompaniment that complements the main melody or musical theme, while considering the style, mood, and intended expression of the piece. ● Compose transitions between sections of a piece that maintain musical flow and build tension or release, reflecting the expressive intent of the pieces.
Standard 2: Select and develop musical ideas for defined purposes and contexts	
8.2.1	**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. (DOK 3)** *Sample Performance Indicators:* ● Apply musical techniques such as dynamics, articulation, phrasing, and tempo changes to communicate specific emotions or themes in their composition or arrangement. ● Create accompaniments and orchestrations (e.g., piano, guitar, or ensemble parts) that enhance the primary musical ideas, providing appropriate support or death.
8.2.2	**Use standard and/or iconic notation and/or audio/video recording document personal simple rhythmic phrases, melodic phrases, and harmonic sequence. (DOK 4)** *Sample Performance Indicators:* ● Create a 4-bar rhythmic phrase with a consistent meter (e.g., 4/4 time) and notates it clearly using rhythmic patterns with iconic notation (e.g., stick notation for percussion)." ● Combine rhythmic, melodic, and harmonic elements into a complete musical phrase or short composition and document the entire idea using notation and/or recording.

Standard 3: Evaluate, refine, share, and present ideas to create musical work(s) that demonstrate craftsmanship and exhibit originality	
8.3.1	**Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources. (DOK 4)** *Sample Performance Indicators:* ● Evaluate the technical execution of the piece, including whether the notation is clear, accurate, and ready for performance. ● Explain the choice of instruments, sounds, or digital sources (e.g., electronic instruments, synthesized sounds) to determine if they enhance the expressive goals of the composition.
8.3.2	**Describe the rationale for refining works by explaining the choices, based on evaluation criteria. (DOK 1)** *Sample Performance Indicators:* ● Describe how revisions (e.g., dynamic shifts, tempo changes, added instruments) to improve emotional expression or thematic clarity. ● Identify specific elements needing improvement on set criteria.
8.3.3	**Present the final version of their document 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. (DOK 2)** *Sample Performance Indicators:* ● Demonstrate craftsmanship in the final version through effective musical structure. ● Apply compositional techniques to create unity and variety.
PERFORMING	
Standard 4: Select, analyze, and develop varied musical works to present based on interest, knowledge, technical skill, and context.	
8.4.1	**Apply personally-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. (DOK 2)** *Sample Performance Indicators:* ● Develop and apply personal criteria for music selection. ● Select music of contrasting styles that suit a specific purpose or

	context.
8.4.2	**Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. (DOK 2)** *Sample Performance Indicators:* ● Describe how musical elements (melody, harmony, rhythm, texture, dynamics, and timbre) are used to support or differentiate each section within the structure. ● Explain how repetition and contrast are used within each piece to create a sense of unity and variety.
8.4.3	**When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation. (DOK 2)** *Sample Performance Indicators:* ● Perform rhythms containing whole, half, quarter, and eighth notes/rests with a consistent pulse. ● Read the clef (treble or bass), identify the key signature and time signature before sight-reading.
8.4.4	**Identify how cultural and historical context inform performances and result in different musical effects. (DOK 1)** *Sample Performance Indicators:* ● Identify the cultural or historical background of a selected piece. ● Describe how context affects musical characteristics and performance choices.
**Standard 5: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.**
8.5.1	**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. (DOK 3)** *Sample Performance Indicators:* ● Perform two or more pieces in contrasting styles or moods. ● Use expressive elements to support interpretation of each piece.
8.5.2	**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. (DOK 3)**

	Sample Performance Indicators: ● Create a set of personal criteria that reflects what they value most in a musical performance or composition. ● Rehearse and refine the music through focused practice for example, they may continue to adjust their technical accuracy and expression until they feel the piece meets the level of originality and emotional depth.

Standard 6: Perform expressively, with appropriate and technical accuracy, and in a manner appropriate to the audience and context.

8.6.1	**Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent. (DOK 3)** *Sample Performance Indicators:* ● Perform with technical accuracy. ● Demonstrate stylistic expression (e.g., phrasing, articulation, and dynamics) align with musical style or genre.
8.6.2	**Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style. (DOK 2)** *Sample Performance Indicators:* ● Demonstrate appropriate stage presence (e.g., enter and exit the stage, maintain posture, acknowledge the audience). ● Exhibit appropriate audience etiquette like listen attentively to other performers, applaud at appropriate times based on performance, and refrain from disruptive behavior (e.g., talking, texting, or moving around during a performance.)

<div align="center">RESPONDING</div>

Standard 7: Choose and analyze music appropriate for a specific purpose or context.

8.7.1	**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. (DOK 3)** *Sample Performance Indicators:* ● Select a purposeful music program like choose a set of musical works or recordings (e.g., 4-6 songs) that align with a defined purpose. ● Reflect a personal interest or experience like choosing a music that

	reflects something meaningful to the student, such as: a memory, a personal challenge, or triumph.
8.7.2	**Compare how the elements of music and expressive qualities relate to the structure within programs of music. (DOK 3)** *Sample Performance Indicators:* ● Analyze how elements and expressions support the structure such as changing tempo, dynamic contrast, or textural shifts. ● Compare how two or more pieces differ or align in their use of musical elements and expressive qualities to fulfill a structural.
8.7.3	**Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. (DOK 3)** *Sample Performance Indicators:* ● Identify context for different programs of music ● Describe and compare features of programs (e.g., concert setlist, album track list, ceremonial performance, community or cultural event)
Standard 8: Support interpretations of musical works that reflect creators'/performers' expressive intent.	
8.8.1	**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. (DOK 3)** *Sample Performance Indicators:* ● Describe expressive tools used by creators/performers, such as: melody, rhythm, dynamics, tempo, timbre, texture, form harmony. ● Justify interpretation with evidence.
Standard 9: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	
8.9.1	**Apply appropriate personally-developed criteria to evaluate musical works or performances. (DOK 3)** *Sample Performance Indicators:* ● Create a list of evaluation factors that matter to the student (e.g., emotional expression, technical accuracy, cultural authenticity, originality, audience engagement). ● Reflect on why those criteria are important to their values, experience, or goals as a listener/performer.

CONNECTING	
Standard 10: Synthesize and relate knowledge and personal experience to make music.	
8.10.1	**Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (DOK 3)** *Sample Performance Indicators:* ● Select musical elements (e.g., style, tempo, lyrics, instrumentation) that reflect personal interests, prior knowledge, and skill level). ● Describe how their creative or performance decisions were made to communicate a message, mood, or purpose.
Standard 11: Relate musical ideas and works with varied contexts to deepen understanding.	
8.11.1	**Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (DOK 3)** *Sample Performance Indicators:* ● Connect music to everyday life. ● Analyze the impact of music in society and culture.

HIGH SCHOOL MUSIC (ENSEMBLE)

CREATING
Standard 1: Generate musical ideas for various purposes and contexts

NOVICE:	
En.1.1	**Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. (DOK 1 & 4)** *Sample Performance Indicators:* ● Identify different parts of a harmony ● Create a melody to a song.
INTERMEDIATE:	
En.1.2	**Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal. (DOK 4)** *Sample Performance Indicators:* ● Compose an original melody that demonstrates a clear use of musical elements (e.g., rhythm, pitch, form, dynamics).
PROFICIENT:	
En.1.3	**Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal. (DOK 1 & 4)** *Sample Performance Indicators:* ● Identify different parts of a harmony ● Create a harmony to a song
ACCOMPLISHED:	
En.1.4	**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. (DOK 4)** *Sample Performance Indicators:*

	● Compose a melody that indicates understanding of music concepts reflecting cultural influences. ● Improvise and rearrange sections that reflect characteristics of cultural music and modern musical arrangements.
ADVANCED:	
En.1.5	**Compose and improvise musical ideas for a variety of purposes and contexts. (DOK 4)** *Sample Performance Indicators:* ● Improvise a rhythmic or melodic passage that shows control of tempo, rhythm, and pitch in real-time performance.
Standard 2: Select and develop musical ideas for defined purposes and contexts	
NOVICE:	
En.2.1a	**Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. (DOK 4)** *Sample Performance Indicators:* ● Select and develop melodies that demonstrate understanding of musical concepts and text.
En.2.1b	**Preserve draft compositions and improvisations through standard notation and audio recording. (DOK 4)** *Sample Performance Indicators:* ● Preserve compositions through music notations and or audio recording.
INTERMEDIATE:	
En.2.2a	**Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. (DOK 4)** *Sample Performance Indicators:* ● Select and develop melodies and rhythmic passages or text that demonstrate music concepts.
En.2.2b	**Preserve draft compositions and improvisations through standard notation and audio recording. (DOK 4)**

	Sample Performance Indicators: ● Preserve compositions through music notations and or audio recording.

PROFICIENT:	
En.2.3a	**Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. (DOK 4)** *Sample Performance Indicators:* ● Create a musical passage that demonstrates understanding of musical characteristics from historical periods.
En.2.3b	**Preserve draft compositions and improvisations through standard notation and audio recording. (DOK 4)** *Sample Performance Indicators:* ● Preserve compositions through music notations and or audio recording.

ACCOMPLISHED:	
En.2.4a	**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. (DOK 4)** *Sample Performance Indicators:* ● Create a musical passage that demonstrates understanding of musical characteristics from different cultures.
En.2.4b	**Preserve draft compositions and improvisations through standard notation, audio, or video recording. (DOK 4)** *Sample Performance Indicators:* ● Preserve compositions through music notations and or audio recording.

ADVANCED:	
En.2.5a	**Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. (DOK 4)** *Sample Performance Indicators:*

	● Develop composed music for different purposes and context.
En.2.5b	**Preserve draft musical works through standard notation, audio, or video recording. (DOK 4)** *Sample Performance Indicators:* ● Preserve compositions through music notations and or audio recording.

Standard 3: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

NOVICE:

En.3.1.1	**Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher provided criteria. (DOK 4)** *Sample Performance Indicators:* ● Assess and refine music drafts based on understanding of music concepts and teacher provided criteria.

INTERMEDIATE:

En.3.1.2	**Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria. (DOK 4)** *Sample Performance Indicators:* ● Assess and refine composition drafts based on understanding of music concepts and criteria created and provided by class.

PROFICIENT:

En.3.1.3	**Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. (DOK 4)** *Sample Performance Indicators:* ● Assess and refine melodic drafts based on understanding of music concepts, and criteria that provide purpose behind context and arrangement.

ACCOMPLISHED:

En.3.1.4	**Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes. (DOK 4)**

	Sample Performance Indicators: ● Assess and refine arrangement drafts based on understanding of music concepts, and personal criteria that provide purpose.
ADVANCED:	
En.3.1.5	**Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. (DOK 4)** *Sample Performance Indicators:* ● Assess and refine musical drafts based on understanding of music concepts, and appropriate criteria that provide purpose behind context and arrangement.
Standard 3.2: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	
NOVICE:	
En.3.2.1	**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. (DOK 4)** *Sample Performance Indicators:* ● Share music ideas that demonstrate understanding of music concepts or texts.
INTERMEDIATE:	
En.3.2.2	**Share personally developed melodies and rhythmic passages individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal. (DOK 4)** *Sample Performance Indicators:* ● Share melodies and rhythmic passages that demonstrate understanding of music concepts or texts.
PROFICIENT:	
En.3.2.3	**Share personally developed melodies, rhythmic passages, and arrangements individually or as an ensemble that address identified purposes. (DOK 4)** *Sample Performance Indicators:*

	● Share music drafts that are centered around a specific purpose.

ACCOMPLISHED:	

En.3.2.4	**Share personally developed arrangements, sections, and short compositions individually or as an ensemble that address identified purposes. (DOK 4)** *Sample Performance Indicators:* ● Share music drafts that are centered around a specific purpose.

ADVANCED:	

En.3.2.5	**Share varied, personally developed musical works individually or as an ensemble that address identified purposes and contexts. (DOK 4)** *Sample Performance Indicators:* ● Share original musical works that identify a specific purpose and context.

PERFORMING	

Standard 4: Select varied musical works to present based on interest, knowledge, technical skill, and context.	

NOVICE:	

En.4.1.1	**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. (DOK 1 & 4)** *Sample Performance Indicators:* ● Create a list of songs that a class can perform based on their interest.

INTERMEDIATE:	

En.4.1.2	**Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. (DOK 1 & 4)** *Sample Performance Indicators:* ● Create a list of musical works that the class can perform based on their skill, and understanding of music concepts.

PROFICIENT:	
En.4.1.3	**Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. (DOK 1 – 4)** *Sample Performance Indicators:* ● Separate and organize a list of songs based on theoretical and structural characteristics of a song.
ACCOMPLISHED:	
En.4.1.4	**Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. (DOK 4)** *Sample Performance Indicators:* ● Explain how and why a student would organize a list of songs based on personally developed criteria.
ADVANCED:	
En.4.1.5	**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. (DOK 4)** *Sample Performance Indicators:* ● Develop and apply criteria to make a musical selection to study and perform based on understanding of musical and theoretical characteristics, challenging musical skill level, purpose and context of the performance.
Standard 4.2: Analyze the structure and context of varied musical works and their implications for performance.	
NOVICE:	
En.4.2.1	**Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. (DOK 4)**

	Sample Performance Indicators: ● Analyze and present how and why dynamics of a song would help prepare singers to perform a selected musical work.

<table>
<tr><td colspan="2"><u>INTERMEDIATE:</u></td></tr>
<tr>
<td>En.4.2.2</td>
<td>Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. (DOK 4)

Sample Performance Indicators:
● Analyze and present how and why characteristics of a prepared or improvised performance would give an understanding of the background behind a selected song.</td>
</tr>
<tr><td colspan="2"><u>PROFICIENT:</u></td></tr>
<tr>
<td>En.4.2.3</td>
<td>Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Sample Performance Indicators:
● Demonstrate how compositional devices could impact a prepared or improvised performance.</td>
</tr>
<tr><td colspan="2"><u>ACCOMPLISHED:</u></td></tr>
<tr>
<td>En.4.2.4</td>
<td>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. (DOK 4)

Sample Performance Indicators:
● Demonstrate how compositional devices, and music structure could impact a prepared or improvised performance.</td>
</tr>
<tr><td colspan="2"><u>ADVANCED:</u></td></tr>
<tr>
<td>En.4.2.5</td>
<td>Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. (DOK 4)</td>
</tr>
</table>

	Sample Performance Indicators: ● Examine, evaluate and critique how music structure and context could impact and inform prepared or improvised performance.

Standard 4.3: Develop personal interpretations that consider creators' intent

<u>NOVICE:</u>

En.4.3.1	**Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. (DOK 1)** *Sample Performance Indicators:* ● Identify dynamics in a song that performers could use to demonstrate expressions in selected musical works.

<u>INTERMEDIATE:</u>

En.4.3.2	**Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. (DOK 4)** *Sample Performance Indicators:* ● Demonstrate and apply dynamics to a variety of songs through a prepared or improvised performance.

<u>PROFICIENT:</u>

En.4.3.3	**Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. (DOK 4)** *Sample Performance Indicators:* ● Demonstrate or perform a music piece based on context.

<u>ACCOMPLISHED:</u>

En.4.3.4	**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. (DOK 4)** *Sample Performance Indicators:* ● Create a connection with the audience through a performance based on influence through context, style and genre.

ADVANCED:	
En.4.3.5	**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. (DOK 4)** *Sample Performance Indicators:* ● Create a connection with the audience through a performance based on music concepts through context, style and genre.
Standard 5: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	
NOVICE:	
En.5.1	**Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. (DOK 3 & 4)** *Sample Performance Indicators:* ● Critique a performance and provide feedback to refine a performance.
INTERMEDIATE:	
En.5.2	**Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. (DOK 4)** *Sample Performance Indicators:* ● *Create a way to address a challenge in a song e.g.: a high note.* ● *Discuss a method used to address technical challenges in a song and provide feedback and critiques based on criteria.*
PROFICIENT:	
En.5.3	**Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. (DOK 4)** *Sample Performance Indicators:* ● Create a way to address a musical expression. Give feedback and critique to peer performances to help refine performance.
ACCOMPLISHED:	

En.5.4	**Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success. (DOK 4)**
	Sample Performance Indicators: ● Create a vocal warmup that increases vocal range i.e.; Lalalalalalalalala…
ADVANCED:	
En.5.5	**Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.**
	Sample Performance Indicators: ● *Create a vocal warmup that increases vocal range i.e; Solfegè scale. do-re-mi-fa-so…*
Standard 6: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.	
NOVICE:	
En.6.1a	**Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. (DOK 4)**
	Sample Performance Indicators: ● Perform a song with clear indications of music dynamics.
En.6.1b	**Demonstrate an awareness of the context of the music through prepared and improvised performances. (DOK 4)**
	Sample Performance Indicators: ● Create a performance of a song that highlights its cultural or periodical influence.
INTERMEDIATE:	
En.6.2a	**Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. (DOK 4)**
	Sample Performance Indicators: ● Perform a traditional Samoan song with clear indications of music dynamics.

En.6.2b	**Demonstrate an understanding of the context of the music through prepared and improvised performances. (DOK 4)** *Sample Performance Indicators:* ● Perform a traditional Samoan song with clear indications of music dynamics that demonstrates understanding of context.
PROFICIENT:	
En.6.3a	**Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. (DOK 4)** *Sample Performance Indicators:* ● Perform a musical piece applying dynamics according to the selected piece that represents diversity in culture, style, and genre.
En.6.3b	**Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. (DOK 4)** *Sample Performance Indicators:* ● Perform a song with clear indications of music dynamics that demonstrates use of dynamics and expresses intent.
ACCOMPLISHED:	
En.6.4a	**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. (DOK 4)** *Sample Performance Indicators:* ● Perform a musical selection that highlights expression throughout music, from different periods, and demonstrates understanding of technical demands.
En.6.4b	**Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances. (DOK 4)** *Sample Performance Indicators:* ● Perform a musical piece with the intention to have audience engagement.
ADVANCED:	

En.6.5a	**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. (DOK 4)** *Sample Performance Indicators:* ● Perform a musical selection that highlights expression throughout music, from different periods, and demonstrates understanding of technical demands in different types of ensembles.
En.6.5b	**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. (DOK 4)** *Sample Performance Indicators:* ● Connect with the audience and engage them in song and dance. e.g.; "if you're happy and you know it…"
RESPONDING	
Standard 7a: Choose music appropriate for specific purposes and contexts	
NOVICE:	
En.7a.1.1	**Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. (DOK 1)** *Sample Performance Indicators:* ● Choose a favorite song and explain why it is a favorite song.
INTERMEDIATE:	
En.7a.1.2	**Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context. (DOK 3 & 4)** *Sample Performance Indicators:* ● Choose a favorite song and explain why it is a favorite song. ● Cite certain parts of the song that speaks interest or give a background history of your favorite song.
PROFICIENT:	
En.7a.1.3	**Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest,**

	purpose, and context. (DOK 4) *Sample Performance Indicators:* Choose a song to perform based on criteria. Provide evidence in the song that supports the requirements in said criteria for specific purposes. E.g.; Traditional Samoan Acapella category in the ASDOE annual music festival.
ACCOMPLISHED:	
En.7a.1.4	**Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. (DOK 4)** *Sample Performance Indicators:* Choose a set of songs to perform based on a variety of purposes and criteria. Provide reasons that support the requirements in the criteria.
ADVANCED:	
En.7a.1.5	**Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context. (DOK 4)** *Sample Performance Indicators:* Conduct research to determine what songs should be used for certain events. E.g.; What are some good songs for Christmas and why?
Standard 7b: Analyze how the structure and context of varied musical works inform the response	
NOVICE:	
En.7b.2.1	**Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. (DOK 4)** *Sample Performance Indicators:* Conducting an ensemble using repetition, based on ensemble reaction to selected musical piece.
INTERMEDIATE:	
En.7b.2.2	**Describe how understanding context and the way the elements of music are manipulated inform the response to music. (DOK 4)**

	Sample Performance Indicators: ● *Explain why certain note ranges and chord sequences have an effect on the audience' emotions and reactions.* ○ E.g.; slow high notes create a soft ambience while the lower ranges played slow may create a warm feeling.
PROFICIENT:	
En.7b.2.3	**Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.** *Sample Performance Indicators:* ● Interpret how certain parts of a song affects the emotions of the audience and how it would differ if played differently.
ACCOMPLISHED	
En.7b.2.4	**Explain how the analysis of structures and contexts inform the response to music. (DOK 4)** *Sample Performance Indicators:* ● Describe how parts of the song and background of the song affect the audience.
ADVANCE	
En.7b.2.5	**Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. (DOK 4)** *Sample Performance Indicators:* ● Perform a musical piece and justify how song structure, context and performance decisions affect audience response to the music.
Standard 8: Support an interpretation of a musical work that reflects the creators'/performers' expressive intent	
NOVICE:	
En.8.1	**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. (DOK 4)** *Sample Performance Indicators:* ● Analyze interpretations of a musical piece based on expression, and meaning of the piece, using elements of music and context.

INTERMEDIATE:	
En.8.2	**Identify and support 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. (DOK 1 - 4)** *Sample Performance Indicators:* ● *Identify how a song is expressed and provide supporting evidence using elements and concepts of music.*
PROFICIENT:	
En.8.3	**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. (DOK 1 - 4)** *Sample Performance Indicators:* ● Explain why a song was expressed the way it was interpreted. Provide supporting evidence for your reasoning.
ACCOMPLISHED:	
En.8.4	**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. (DOK 1 - 4)** *Sample Performance Indicators:* ● *Cite evidence of applied music concepts that support an interpretation of a song.*
ADVANCED:	
En.8.5	**Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. (DOK 1 - 4)** *Sample Performance Indicators:* ● Compare and contrast different sources that interpret musical works from different perspectives.
Standard 9: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.	

NOVICE:	
En.9.1	**Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. (DOK 1 - 4)** *Sample Performance Indicators:* ● *Describe what a biased opinion is and how it affects the evaluation of music.*
INTERMEDIATE:	
En.9.2	**Explain the influence of experiences, analysis, and context on interest in and evaluation of music. (DOK 1 - 4)** *Sample Performance Indicators:* ● Explain how experiences, analysis, and context influence a person's interest and how it affects their evaluation of music.
PROFICIENT:	
En.9.3	**Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context. (DOK 1 - 4)** *Sample Performance Indicators:* ● Evaluate musical pieces using personalized criteria that includes an analysis of music structure and context.
ACCOMPLISHED:	
En.9.4	**Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context. (DOK 1 - 4)** *Sample Performance Indicators:* ● Evaluate musical pieces using personalized criteria that includes an analysis of music structure and context.
ADVANCED:	
En.9.5	**Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.**

	Sample Performance Indicators: ● Develop evaluations of music on the basis of research, criteria, and understanding of context. ● Develop evaluations of programs of music based on research, criteria, and understanding of context.
CONNECTING	
Standard 10: Synthesize and relate knowledge and personal experience to make music.	
NOVICE:	
En.10.1	**Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (DOK 1 - 4) En.3.2.1** 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. **En.3.2.1**. Choosing diverse repertoire based on personal interest, music reading ability, and technical skills (**En.4.1.1**). Identifying expressive qualities in music for prepared and improvised performances (**En.4.3.1**). Understanding the reasons for selecting music based on its characteristics and personal connection (**En.7.1.1**). *Sample Performance Indicators:* ● Share original music that demonstrates application of music concept and understanding.
INTERMEDIATE:	
En.10.2	**Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (DOK 1 - 4) En.3.2.2** Share personally-developed *melodies and rhythmic passages* – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in Rehearsal. **En.4.2.2** Select a varied repertoire to study based on music reading skills (where appropriate), *an understanding of formal design in* the music, context, and the technical skills of the individual and ensemble. **En.6.1b** *Demonstrate understanding and application of expressive qualities* in a varied repertoire of music through prepared and improvised performances. **En.7.1.2** *Explain* reasons for selecting music *citing* characteristics found in the music and connections to interest, purpose, and context. *Sample Performance Indicators:* ● Create a song that demonstrates understanding of music concepts

	and context.

PROFICIENT:	

En.10.3	**Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (DOK 1 - 4) En.3.2.3** Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes. **En.4.1.3** Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skills of the individual or ensemble, and the purpose or context of the performance. **En.4.2.3** Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. **En.7.1.3** Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. *Sample Performance Indicators:* ● Create a song and explain the criteria used to create the song.

ACCOMPLISHED:	

En.10.4	**Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (DOK 1 - 4) En.3.2.4** Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes. **En.4.1.4** Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skills of the individual or ensemble, and the purpose and context of the Performance. **En.4.3.4** 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. **En.7.1.4** Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. *Sample Performance Indicators:* ● Pick an original song from the class using a criteria created by the class that demonstrate understanding of music concepts structure and expression.

ADVANCED:	

En.10.5	**Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. (DOK 1 - 4) En.3.2.5** Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts. **En.4.1.5** 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 skills of the individual or ensemble, and the purpose and context of the Performance. **En.4.3.5** 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. **En.7.1.5** Use research and personally- developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context. *Sample Performance Indicators:* ● Select a song to perform that demonstrates understanding of music concepts, applying criteria based on research that is justified when making choices.

Standard 11: Relate musical ideas and works with varied contexts to deepen understanding.	

NOVICE:	

En.11.1	**Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (DOK 1 - 4) En.1.1** Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. **En.3.2.1** 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. **En.6.1b** Demonstrate an awareness of the context of the music through prepared and improvised performances. **En.9.1** Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. *Sample Performance Indicators:* ● Compose a melody and share with class to demonstrate awareness of context.

INTERMEDIATE:	

En.11.2	**Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (DOK 1 - 4) En.1.1** Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal. **En.3.2.2**

	Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal. **En.6.1b** Demonstrate an understanding of the context of the music through prepared and improvised performances. **En.9.2** Explain the influence of experiences, analysis, and context on interest in and evaluation of music *Sample Performance Indicators:* ● Explain a composed melody and provide evidence of music structure and characteristics.
PROFICIENT:	
En.11.3	**Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (DOK 1 - 4)** **En.1.3** Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal. **En.3.2.3** Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes. **EN.6.3b** Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. **En.9.3** Evaluate works and performances based on personally- or collaboratively- developed criteria, including analysis of the structure and context. *Sample Performance Indicators:* ● Evaluate original music that shows characteristics of historical periods and addresses an identified purpose shared in class based on criteria provided by classmates.
ACCOMPLISHED:	
En.11.4	**Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (DOK 1 - 4)** **En.1.4** 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. **En.3.2.4** Share personally-developed arrangements, sections, and short compositions– individually or as an ensemble – that address identified purposes. **En.6.4b** Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances. **En.9.4** Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context

	Sample Performance Indicators: ● Evaluate an improvised arrangement that reflects cultural influences, demonstrate intent to connect with people and has application of collaborated criteria.
ADVANCED:	
En.11.5	**Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. (DOK 1 - 4)** **En.1.5** Compose and improvise musical ideas for a variety of purposes and contexts. **En.3.2.5** Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts. **En.6.5b** 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. **En.9.5** Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. *Sample Performance Indicators:* ● Demonstrate a connection with the audience when engaging before and during a performance based on criteria research and context.

References

National Association for Music Education: http://www.nafme.org
National Core Arts Standards: https://www.nationalartsstandards.org/
American Samoa Standards and Benchmarks: 1994

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