

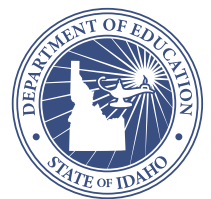


IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES

MUSIC

Composition and Theory



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
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Idaho Fine Arts Standards – Music Composition and/or Theory

Music - Composition and/or Theory Strand

| Music - Composition and/or Theory Strand | | | | | |
|--|---|--|---|-------------------|-------------------|
| Creating | Anchor Standard 1: Generate and conceptualize artistic ideas and work. Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas? | | | Creating | |
| | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; background-color: #ADD8E6;">Proficient</td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;">Accomplished</td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;">Advanced</td> </tr> </table> | | | | Proficient |
| Proficient | Accomplished | Advanced | | | |
| Imagine | MU:Cr1.1.C.Ia Describe how sounds and short musical ideas can be used to represent personal experiences, moods , visual images, and/or storylines . | MU:Cr1.1.C.IIa Describe <i>and demonstrate</i> how sounds and musical ideas can be used to represent sonic events , <i>memories</i> , visual images, <i>concepts</i> , <i>texts</i> , or storylines . | MU:Cr1.1.C.IIIa Describe and demonstrate <i>multiple ways in which</i> sounds and musical ideas can be used to represent <i>extended sonic experiences</i> or <i>abstract ideas</i> . | Imagine | |
| Creating | Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions? | | | Creating | |
| | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; background-color: #ADD8E6;">Proficient</td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;">Accomplished</td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;">Advanced</td> </tr> </table> | | | | Proficient |
| Proficient | Accomplished | Advanced | | | |
| Plan & Make | MU:Cr2.1.C.Ia Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods , images, or storylines . | MU:Cr2.1.C.IIa Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events , <i>memories</i> , images, <i>concepts</i> , <i>texts</i> , or storylines . | MU:Cr2.1.C.IIIa Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected <i>extended sonic experiences</i> or <i>abstract ideas</i> . | Plan & Make | |
| | MU:Cr2.1.C.Ib Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as onepart , cyclical , or binary). | MU:Cr2.1.C.IIb Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary , rondo , or ternary). | MU:Cr2.1.C.IIIb Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a <i>variety of moderately complex</i> or <i>complex forms</i> . | | |
| Creating | Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work? | | | Creating | |
| | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; background-color: #ADD8E6;">Proficient</td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;">Accomplished</td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;">Advanced</td> </tr> </table> | | | | Proficient |
| Proficient | Accomplished | Advanced | | | |
| Evaluate & Refine | MU:Cr3.1.C.Ia Identify, describe, and apply teacherprovided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. | MU:Cr3.1.C.IIa Identify, describe, and apply <i>selected teacher-provided</i> or <i>personally-developed criteria</i> to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. | MU:Cr3.1.C.IIIa <i>Research</i> , identify, <i>explain</i> , and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. | Evaluate & Refine | |
| Creating | Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share? | | | Creating | |
| | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center; background-color: #ADD8E6;">Proficient</td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;">Accomplished</td> <td style="width: 33%; text-align: center; background-color: #ADD8E6;">Advanced</td> </tr> </table> | | | | Proficient |
| Proficient | Accomplished | Advanced | | | |
| Present | MU:Cr3.2.C.Ia Share music through the use of notation, performance , or technology, and demonstrate how the elements of music have been employed to realize expressive intent . | MU:Cr3.2.C.IIa Share music through the use of notation, <i>solo or group performance</i> , or technology, and demonstrate and <i>describe</i> how the elements of music and compositional techniques have been employed to realize expressive intent . | MU:Cr3.2.C.IIIa Share music through the use of notation, solo or group performance , or technology, and demonstrate <i>and explain</i> how the elements of music , compositional techniques and <i>processes</i> have been employed to realize expressive intent . | Present | |
| | MU:Cr3.2.C.Ib Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation. | MU:Cr3.2.C.IIb Describe the <i>selected contexts</i> and performance mediums for presenting personal works, and <i>explain why</i> they <i>successfully</i> impact the final composition and presentation. | MU:Cr3.2.C.IIIb Describe a <i>variety of possible contexts</i> and <i>mediums</i> for presenting personal works, and <i>explain and compare how each could impact the success of</i> the final composition and presentation. | | |

Idaho Fine Arts Standards – Music Composition and/or Theory

Music - Composition and/or Theory Strand

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|--|--|--|--|--------------------------------|
| Performing | Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire? | | | Performing |
| | Proficient | Accomplished | Advanced | |
| Select | MU:Pr4.1.C.Ia Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood , visual image, or storyline in simple forms (such as one-part, cyclical, binary). | MU:Pr4.1.C.IIa Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods , visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms . | MU:Pr4.1.C.IIIa Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods , visual images, concepts, texts, or storylines in moderately complex or complex forms . | Select |
| Performing | Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance? | | | Performing |
| | Proficient | Accomplished | Advanced | |
| Analyze | MU:Pr4.2.C.Ia Analyze how the elements of music (including form) of selected works relate to style and mood , and explain the implications for rehearsal or performance . | MU:Pr4.2.C.IIa Analyze how the elements of music (including form) of selected works relate to the style, function, and context , and explain the implications for rehearsal and performance . | MU:Pr4.2.C.IIIa Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context , and explain and support the analysis and its implications for rehearsal and performance . | Analyze |
| Performing | Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works? | | | Performing |
| | Proficient | Accomplished | Advanced | |
| Interpret | MU:Pr4.3.C.Ia Develop interpretations of works based on an understanding of the use of elements of music, style, and mood , explaining how the interpretive choices reflect the creators’ intent . | MU:Pr4.3.C.IIa Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context , explaining and supporting how the interpretive choices reflect the creators’ intent . | MU:Pr4.3.C.IIIa Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context , explaining and justifying how the interpretive choices reflect the creators’ intent . | Interpret |
| Performing | Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance? | | | Performing |
| | Proficient | Accomplished | Advanced | |
| Rehearse, Evaluate, and Refine | MU:Pr5.1.C.Ia Create rehearsal plans for works, identifying repetition and variation within the form . | MU:Pr5.1.C.IIa Create rehearsal plans for works, identifying the form , repetition and variation within the form, and the style and historical or cultural context of the work. | MU:Pr5.1.C.IIIa Create rehearsal plans for works, identifying the form , repetition and variation within the form, compositional techniques , and the style and historical or cultural context of the work. | Rehearse, Evaluate, and Refine |
| | MU:Pr5.1.C.Ib Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood . | MU:Pr5.1.C.IIb Using established criteria and feedback, identify the ways in which performances convey the formal design, style, and historical/cultural context of the works. | MU:Pr5.1.C.IIIb Using established criteria and feedback, identify the ways in which performances use compositional techniques and convey the formal design, style, and historical/cultural context of the works. | |
| | MU:Pr5.1.C.Ic Identify and implement strategies for improving the technical and expressive aspects of multiple works. | MU:Pr5.1.C.IIc Identify and implement strategies for improving the technical and expressive aspects of varied works. | MU:Pr5.1.C.IIIc Identify, compare , and implement strategies for improving the technical and expressive aspects of multiple contrasting works. | |
| Performing | Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? | | | Performing |
| | Proficient | Accomplished | Advanced | |
| Present | MU:Pr6.1.C.Ia Share live or recorded performances of works (both personal and others’), and explain how the elements of music are used to convey intent . | MU:Pr6.1.C.IIa Share live or recorded performances of works (both personal and others’), and explain how the elements of music and compositional techniques are used to convey intent . | MU:Pr6.1.C.IIIa Share live or recorded performances of works (both personal and others’), and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed. | Present |
| | MU:Pr6.1.C.Ib Identify how compositions are appropriate for an audience or context , and how this will shape future compositions. | MU:Pr6.1.C.IIb Explain how compositions are appropriate for both audience and context , and how this will shape future compositions. | MU:Pr6.1.C.IIIb Explain how compositions are appropriate for a variety of audiences and contexts , and how this will shape future compositions. | |

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| Responding | <p>Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience?</p> | | | Responding |
| | Proficient | Accomplished | Advanced | |
| Select | MU:Re7.1.C.Ia Apply teacher-provided criteria to select music that expresses a personal experience, mood , visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition . | MU:Re7.1.C.IIa Apply teacher-provided or personally-developed criteria to select music that expresses <i>personal experiences and interests, moods, visual images, concepts, texts, or storylines</i> in simple or moderately complex forms , and describe and <i>defend</i> the choices as models for composition . | MU:Re7.1.C.IIIa Apply <i>researched or personally developed criteria</i> to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms , and describe and <i>justify</i> the choice as models for composition . | Select |
| Responding | <p>Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. Essential Question(s): How does understanding the structure and context of music inform a response?</p> | | | Responding |
| | Proficient | Accomplished | Advanced | |
| Analyze | MU:Re7.2.C.Ia Analyze aurally the elements of music (including form) of musical works , relating them to style, mood, and context , and describe how the analysis provides models for personal growth as composer, performer, and/or listener . | MU:Re7.2.C.IIa Analyze aurally <i>and/or by reading the scores of musical works</i> the elements of music (including form) , compositional techniques and procedures , relating them to style, mood, and context ; and <i>explain</i> how the analysis provides models for personal growth as composer, performer, and/or listener . | MU:Re7.2.C.IIIa Analyze aurally <i>and/or by reading the scores of musical works</i> the elements of music (including form) , compositional techniques and procedures , relating them to <i>aesthetic effectiveness, style, mood, and context</i> ; and <i>explain</i> how the analysis provides models for personal growth as composer, performer, and/or listener . | Analyze |
| Responding | <p>Anchor Standard 8: Interpret intent and meaning in artistic work. Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. Essential Question(s): How do we discern the musical creators' and performers' expressive intent?</p> | | | Responding |
| | Proficient | Accomplished | Advanced | |
| Interpret | MU:Re8.1.C.Ia Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work. | MU:Re8.1.C.IIa Develop and <i>support</i> interpretations of varied works, demonstrating an understanding of the composers' intent by citing <i>the use of elements of music (including form), compositional techniques</i> , and the style/genre and context of each work. | MU:Re8.1.C.IIIa Develop, <i>justify and defend</i> interpretations of varied works, demonstrating an understanding of the composers' intent by citing the use of elements of music (including form), compositional techniques , and the style/genre and context of each work. | Interpret |
| Responding | <p>Anchor Standard 9: Apply criteria to evaluate artistic work. Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?</p> | | | Responding |
| | Proficient | Accomplished | Advanced | |
| Evaluate | MU:Re9.1.C.Ia Describe the effectiveness of the technical and expressive aspects of selected music and performances , demonstrating understanding of fundamentals of music theory . | MU:Re9.1.C.IIa <i>Explain</i> the effectiveness of the technical and expressive aspects of selected music and performances , demonstrating understanding of <i>music theory as well as compositional techniques and procedures</i> . | MU:Re9.1.C.IIIa Evaluate the effectiveness of the technical and expressive aspects of selected music and performances , demonstrating understanding of <i>theoretical concepts and complex compositional techniques and procedures</i> . | Evaluate |
| | MU:Re9.1.C.Ib Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process. | MU:Re9.1.C.IIb Describe ways in which critiquing others' work and receiving feedback from others <i>have been specifically</i> applied in the personal creative process. | MU:Re9.1.C.IIIb Describe <i>and evaluate</i> ways in which critiquing others' work and receiving feedback from others <i>have been specifically</i> applied in the personal creative process. | |

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|--|--|--|--|------------|
| Connecting | Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding? | | | Connecting |
| | Proficient MU:Cn10.1.C.Ia | Accomplished MU:Cn10.1.C.IIa | Advanced MU:Cn10.1.C.IIIa | |
| | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | |
| Connecting | Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? | | | Connecting |
| | Proficient MU:Cn11.1.C.Ia | Accomplished MU:Cn11.1.C.IIa | Advanced MU:Cn11.1.C.IIIa | |
| | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. | |

*Green text indicates modifications by Music Executive Committee members