

2017 WMMEA

Wisconsin Music Standards

Committee Members

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Part 1 - Organization of the Music Standards

Part 2 - Wisconsin Modifications

Getting Started

The 2017 WMEA Wisconsin Music Standards represent a broad-scale adoption of the 2014 National Core Music Standards.

As such, the 2017 WMEA
Wisconsin Music Standards highlight
processes that lead to understanding,
independence, and music literacy, while
providing a holistic guide for Music
Education in the 21st century.

Wisconsin Modifications

- ❖ Reformatted National Standards
 - ❖ Aimed for clarity and ease of use
- ❖ Supplemented the *Connecting* standards
 - ❖ Added descriptive names (*Personalize* and *Broaden*)
 - ❖ Expanded the *Connecting* standards
- ❖ Added *Secondary General Music* strand
- ❖ Edited *Numeric Identifiers*, as needed

Organization of the Music Standards

Strands

Strands for Specific Settings

Strands	For Use In:
PK-8 - General Music	Pre-Kindergarten → Grade 8
Secondary General (WI)	Grades 9-12
Ensemble	Elementary → High School
Guitar - Keyboard - Harmonizing Instruments	Elementary → High School
Composition - Theory	High School
Music Technology	High School

Strand Organization

Grade Level

Grade Level (PK-8)	Grade Level (9-12)
PK-8 - General Music	Secondary General (WI)

Level of Proficiency

Novice	Intermediate	Proficient	Accomplished	Advanced
Ensemble				
Guitar - Keyboard - Harmonizing Instruments				
		Composition - Theory		
		Music Technology		

Levels of Proficiency

- ❖ Keep in mind that the five Levels of Proficiency:
 - ❖ Represent the full array of achievement levels, from beginner to collegiate-level students
 - ❖ Allow for considerable flexibility to accommodate diverse student populations and teaching settings
 - ❖ Are not tied to specific grade levels

Novice - Intermediate - Proficient - Accomplished - Advanced

Within Each Strand

Artistic Processes

Creating - Performing - Responding - Connecting

Anchor Standards

Broad objectives that are common across all Art forms

Process Components

Subcategories that are unique for Music Education

Performance Standards

Specific learning targets for Music Education

Artistic Processes

Creating - Performing - Responding - Connecting

2017 WMEA Wisconsin Music Standards - Ensemble Strand - Advanced Level

CREATING	PERFORMING	RESPONDING	CONNECTING
IMAGINE	SELECT	SELECT	PERSONALIZE
Compose and improvise musical ideas for a variety of purposes and contexts. MU:Cr1.1.E.IIIa	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. MU:Pr4.1.E.IIIa	Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context. MU:Re7.1.E.IIIa	Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through movement, gestures, or other non-verbal means. MU:Cn10.1.E.IIIa-WI
PLAN AND MAKE	ANALYZE	ANALYZE	BROADEN
Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. MU:Cr2.2.E.IIIa	Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. MU:Pr4.2.E.IIIa	Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. MU:Re7.2.E.IIIa	Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.E.IIIb-WI
EVALUATE AND REFINE	INTERPRET	INTERPRET	BROADEN
Preserve draft musical works through standard notation, audio, or video recording. MU:Cr2.2.E.IIIb	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. MU:Pr4.3.E.IIIa	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. MU:Re8.3.E.IIIa	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.1.E.IIIc-WI
PRESENT	REHEARSE, EVALUATE, AND REFINE	EVALUATE	BROADEN
Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts. MU:Cr3.3.E.IIIa	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. MU:Pr5.4.E.IIIa	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. MU:Re9.4.E.IIIa	Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.2.E.IIIa-WI
	PRESENT		BROADEN
	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. MU:Pr6.5.E.IIIa		Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.2.E.IIIb-WI
	Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances. MU:Pr6.5.E.IIIb		Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components. MU:Cn11.2.E.IIIc-WI

2017 WMEA Wisconsin Music Standards - Ensemble Strand - Advanced Level

CREATING	PERFORMING	RESPONDING	CONNECTING
IMAGINE	SELECT	SELECT	PERSONALIZE
Compose and improvise musical ideas for a variety of purposes and contexts. MU:Cr1.1.E.IIIa	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. MU:Pr4.1.E.IIIa	Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context. MU:Re7.1.E.IIIa	Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through, movement, gestures, or other non-verbal means. MU:Cn10.1.E.IIIa-WI
PLAN AND MAKE	ANALYZE	ANALYZE	Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.E.IIIb-WI
Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. MU:Cr2.2.E.IIIa	Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. MU:Pr4.2.E.IIIa	Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. MU:Re7.2.E.IIIa	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.1.E.IIIc-WI
Preserve draft musical works through standard notation, audio, or video recording. MU:Cr2.2.E.IIIb	INTERPRET	INTERPRET	BROADEN
EVALUATE AND REFINE	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. MU:Pr4.3.E.IIIa	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. MU:Re8.3.E.IIIa	Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.2.E.IIIa-WI
Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. MU:Cr3.3.E.IIIa	REHEARSE, EVALUATE, AND REFINE	EVALUATE	Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.2.E.IIIb-WI
PRESENT	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. MU:Pr5.4.E.IIIa	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. MU:Re9.4.E.IIIa	Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components. MU:Cn11.2.E.IIIc-WI
Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts. MU:Cr3.4.E.IIIa	PRESENT		
	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. MU:Pr6.5.E.IIIa		
	Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances. MU:Pr6.5.E.IIIb		

Anchor Standards

Broad objectives that are common across all Art forms

Creating	Performing	Responding	Connecting
1. Generate and conceptualize artistic ideas and work.	4. Analyze, interpret, and select artistic work for presentation.	7. Perceive and analyze artistic work.	10. Synthesize and relate knowledge and personal experiences to make art.
2. Organize and develop artistic ideas and work.	5. Develop and refine artistic work for presentation.	8. Interpret intent and meaning in artistic work.	11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
3. Refine and complete artistic work.	6. Convey meaning through the presentation of artistic work.	9. Apply criteria to evaluate artistic work.	

The Anchor Standards are clarified
by the inclusion of

Enduring Understandings (EU)

and

Essential Questions (EQ)

2017 WMEA Wisconsin Music Standards - Common Anchors, Enduring Understandings, & Essential Questions

CREATING
COMMON ANCHOR #1 - Generate and conceptualize artistic ideas and work.
IMAGINE - Generate musical ideas for various purposes and contexts
<ul style="list-style-type: none"> • Enduring Understanding - The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Essential Question - How do musicians generate creative ideas?
COMMON ANCHOR #2 - Organize and develop artistic ideas and work.
PLAN AND MAKE - Select and develop musical ideas for defined purposes and contexts
<ul style="list-style-type: none"> • Enduring Understanding - Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Essential Question - How do musicians make creative decisions?
COMMON ANCHOR #3 - Refine and complete artistic work.
REFINE - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria
<ul style="list-style-type: none"> • Enduring Understanding - Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Essential Question - How do musicians improve the quality of their creative work?
PRESENT - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality
<ul style="list-style-type: none"> • Enduring Understanding - Musicians' presentation of creative work is the culmination of a process of creation and communication. • Essential Question - When is creative work ready to share?
PERFORMING
COMMON ANCHOR #4 - Analyze, interpret, and select artistic work for presentation.
SELECT - Select varied musical works to present based on interest, knowledge, technical skill, and context
<ul style="list-style-type: none"> • 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 - How do performers select repertoire?
ANALYZE - Analyze the structure and context of varied musical works and their implications for performance
<ul style="list-style-type: none"> • Enduring Understanding - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Essential Question - How does understanding the structure and context of musical works inform performance?
INTERPRET - Develop personal interpretations that consider creators' intent
<ul style="list-style-type: none"> • Enduring Understanding - Performers make interpretive decisions based on their understanding of context and expressive intent. • Essential Question - How do performers interpret musical works?
COMMON ANCHOR #5 - Develop and refine artistic work for presentation.
REFINE - Evaluate and refine personal and ensemble performances, individually or in collaboration with others
<ul style="list-style-type: none"> • 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 - How do musicians improve the quality of their performance?
COMMON ANCHOR #6 - Convey meaning through the presentation of artistic work.
PRESENT - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context
<ul style="list-style-type: none"> • Enduring Understanding - Musicians judge performance based on criteria that vary across time, place, and cultures. • Essential Question - When is a performance judged ready to present? • Enduring Understanding - The context and how a work is presented influence the audience response. • Essential Question - How do context and the manner in which musical work is presented influence audience response?
RESPONDING
COMMON ANCHOR #7 - Perceive and analyze artistic work.
SELECT - Choose music appropriate for a specific purpose or context
<ul style="list-style-type: none"> • Enduring Understanding - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • Essential Question - How do individuals choose music to experience?
ANALYZE - Analyze how the structure and context of varied musical works inform the response
<ul style="list-style-type: none"> • 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 - How does understanding the structure and context of music inform a response?
COMMON ANCHOR #8 - Interpret intent and meaning in artistic work.
INTERPRET - Support interpretations of musical works that reflect creators'/performers' expressive intent
<ul style="list-style-type: none"> • Enduring Understanding - Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • Essential Question - How do we discern musical creators' and performers' expressive intent?
COMMON ANCHOR #9 - Apply criteria to evaluate artistic work.
EVALUATE - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria
<ul style="list-style-type: none"> • Enduring Understanding - The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria. • Essential Question - How do we judge the quality of musical work(s) and performance(s)?
CONNECTING
COMMON ANCHOR #10 - Synthesize and relate knowledge and personal experiences to make art.
PERSONALIZE - Synthesize and relate knowledge and personal experiences to make music
<ul style="list-style-type: none"> • Enduring Understanding - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Essential Question - How do musicians make meaningful connections to creating, performing, and responding?
COMMON ANCHOR #11 - Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
BROADEN - Relate musical ideas and works to varied contexts and daily life to deepen understanding
<ul style="list-style-type: none"> • Enduring Understanding - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. • Essential Question - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

2017 WMEA Wisconsin Music Standards - Common Anchors, Enduring Understandings, & Essential Questions

CREATING

COMMON ANCHOR #1 - Generate and conceptualize artistic ideas and work.

IMAGINE - Generate musical ideas for various purposes and contexts

- **Enduring Understanding** - The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question** - How do musicians generate creative ideas?

COMMON ANCHOR #2 - Organize and develop artistic ideas and work.

PLAN AND MAKE - Select and develop musical ideas for defined purposes and contexts

- **Enduring Understanding** - Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question** - How do musicians make creative decisions?

COMMON ANCHOR #3 - Refine and complete artistic work.

REFINE - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria

- **Enduring Understanding** - Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question** - How do musicians improve the quality of their creative work?

PRESENT - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality

- **Enduring Understanding** - Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Essential Question** - When is creative work ready to share?

PERFORMING

COMMON ANCHOR #4 - Analyze, interpret, and select artistic work for presentation.

SELECT - Select varied musical works to present based on interest, knowledge, technical skill, and context

- **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** - How do performers select repertoire?

ANALYZE - Analyze the structure and context of varied musical works and their implications for performance

- **Enduring Understanding** - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question** - How does understanding the structure and context of musical works inform performance?

INTERPRET - Develop personal interpretations that consider creators' intent

- **Enduring Understanding** - Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question** - How do performers interpret musical works?

COMMON ANCHOR #5 - Develop and refine artistic work for presentation.

REFINE - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria

Process Components

Subcategories that are unique for Music Education

Creating	Performing	Responding	Connecting
Imagine	Select	Select	Personalize (WI)
Plan and Make	Analyze	Analyze	Broaden (WI)
Evaluate and Refine	Interpret	Interpret	
Present	Rehearse, Evaluate and Refine	Evaluate	
	Present		

2017 WMEA Wisconsin Music Standards - Ensemble Strand - Advanced Level

CREATING	PERFORMING	RESPONDING	CONNECTING
IMAGINE	SELECT	SELECT	PERSONALIZE
Compose and improvise musical ideas for a variety of purposes and contexts. MU:Cr1.1.E.IIIa	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. MU:Pr4.1.E.IIIa	Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context. MU:Re7.1.E.IIIa	Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through, movement, gestures, or other non-verbal means. MU:Cn10.1.E.IIIa-WI
PLAN AND MAKE	ANALYZE	ANALYZE	BROADEN
Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. MU:Cr2.2.E.IIIa	Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. MU:Pr4.2.E.IIIa	Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. MU:Re7.2.E.IIIa	Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.2.E.IIIa-WI
EVALUATE AND REFINE	INTERPRET	INTERPRET	BROADEN
Preserve draft musical works through standard notation, audio, or video recording. MU:Cr3.2.E.IIIb	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. MU:Pr4.3.E.IIIa	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. MU:Re8.3.E.IIIa	Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.2.E.IIIb-WI
PRESENT	REHEARSE, EVALUATE, AND REFINE	EVALUATE	BROADEN
Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts. MU:Cr3.4.E.IIIa	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. MU:Pr5.4.E.IIIa	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. MU:Re9.4.E.IIIa	Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components. MU:Cn11.2.E.IIIc-WI
	PRESENT		
	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. MU:Pr6.5.E.IIIa		
	Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances. MU:Pr6.5.E.IIIb		

- ❖ The **Process Components** within each **Artistic Process** fit together into a *process-centric* set
- ❖ For example, when **Creating** music, students engage in the following **Process Components**:

- ❖ **Imagine**
- ❖ **Plan and Make**
- ❖ **Evaluate and Refine**
- ❖ **Present**

2017 WMEA Wisconsin Music Standards - Ensemble Strand - Advanced Level

CREATING	
IMAGINE	
Compose and improvise musical ideas for a variety of purposes and contexts. MU:Cr1.1.E.IIIa	
PLAN AND MAKE	
Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. MU:Cr2.2.E.IIIa	
Preserve draft musical works through standard notation, audio, or video recording. MU:Cr2.2.E.IIIb	
EVALUATE AND REFINE	
Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. MU:Cr3.3.E.IIIa	
PRESENT	
Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts. MU:Cr3.4.E.IIIa	

PERFORMING	
SELECT	
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. MU:Pr4.1.E.IIIa	
ANALYZE	
Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. MU:Pr4.2.E.IIIa	
INTERPRET	
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. MU:Pr4.3.E.IIIa	
REHEARSE, EVALUATE, AND REFINE	
Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. MU:Pr5.4.E.IIIa	
PRESENT	
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. MU:Pr6.5.E.IIIa	
Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances. MU:Pr6.5.E.IIIb	

RESPONDING	
SELECT	
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. MU:Re7.1.E.IIIa	
ANALYZE	
Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. MU:Re7.2.E.IIIa	
INTERPRET	
Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. MU:Re8.3.E.IIIa	
EVALUATE	
Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. MU:Re9.4.E.IIIa	

CONNECTING	
PERSONALIZE	
Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through, movement, gestures, or other non-verbal means. MU:Cn10.1.E.IIIa-WI	
Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.E.IIIb-WI	
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.1.E.IIIc-WI	
BROADEN	
Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.2.E.IIIa-WI	
Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.2.E.IIIb-WI	
Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components. MU:Cn11.2.E.IIIc-WI	

Performance Standards

- ❖ Finally, each Process Component is broken down into one or more Performance Standards *
- ❖ These specific learning targets are often referenced within lesson plans and curriculum guides

* Please note that *Performance Standards* refers to educational learning targets, rather than a traditional musical performance

2017 WMEA Wisconsin Music Standards - Ensemble Strand - Advanced Level

CREATING	PERFORMING	RESPONDING	CONNECTING
IMAGINE	SELECT	SELECT	PERSONALIZE
Compose and improvise musical ideas for a variety of purposes and contexts. MU:Cr1.1.E.IIIa	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. MU:Pr4.1.E.IIIa	Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context. MU:Re7.1.E.IIIa	Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through, movement, gestures, or other non-verbal means. MU:Cn10.1.E.IIIa-WI
PLAN AND MAKE	ANALYZE	ANALYZE	Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.E.IIIb-WI
Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. MU:Cr2.2.E.IIIa	Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. MU:Pr4.2.E.IIIa	Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. MU:Re7.2.E.IIIa	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.1.E.IIIc-WI
Preserve draft musical works through standard notation, audio, or video recording. MU:Cr2.2.E.IIIb	INTERPRET	INTERPRET	BROADEN
EVALUATE AND REFINE	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. MU:Pr4.3.E.IIIa	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. MU:Re8.3.E.IIIa	Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.2.E.IIIa-WI
Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. MU:Cr3.3.E.IIIa	REHEARSE, EVALUATE, AND REFINE	EVALUATE	Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.2.E.IIIb-WI
PRESENT	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. MU:Pr5.4.E.IIIa	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. MU:Re9.4.E.IIIa	Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components. MU:Cn11.2.E.IIIc-WI
Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts. MU:Cr3.4.E.IIIa	PRESENT		
	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. MU:Pr6.5.E.IIIa		
	Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances. MU:Pr6.5.E.IIIb		

Numeric Identifiers

❖ Example: MU:Re7.2.E.IIIa

❖ MU - Subject - *Music*

❖ Re - Artistic Processes - *Responding*

❖ 7 - Anchor Standard - *Perceive and analyze artistic work*

❖ 2 - Process Component - *Analyze*

❖ E - Strand - *Ensemble*

❖ III - Level - *Advanced*

❖ a - first standard in the process component

ANALYZE

Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

MU:Re7.2.E.IIIa

Adapted from materials shared by Denese Odegaard at the 2016 WMEA Conference

Putting it Together

Strands for Specific Settings

Strands	For Use In:
PK-8 - General Music	Pre-Kindergarten → Grade 8
Secondary General (WI)	Grades 9-12
Ensemble	Elementary → High School
Guitar - Keyboard - Harmonizing Instruments	Elementary → High School
Composition - Theory	High School
Music Technology	High School

Artistic Processes

Creating - Performing - Responding - Connecting

Anchor Standards

Broad objectives that are common across all Art forms

Process Components

Subcategories that are unique for Music Education

Performance Standards

Specific learning targets for Music Education

2017 WMEA Wisconsin Music Standards - Ensemble Strand - Advanced Level

CREATING	PERFORMING	RESPONDING	CONNECTING
IMAGINE	SELECT	SELECT	PERSONALIZE
Compose and improvise musical ideas for a variety of purposes and contexts. MU:Cr1.1.E.IIIa	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. MU:Pr4.1.E.IIIa	Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context. MU:Re7.1.E.IIIa	Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through, movement, gestures, or other non-verbal means. MU:Cn10.1.E.IIIa-WI
PLAN AND MAKE	ANALYZE	ANALYZE	BROADEN
Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. MU:Cr2.2.E.IIIa	Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. MU:Pr4.2.E.IIIa	Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. MU:Re7.2.E.IIIa	Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.2.E.IIIa-WI
Preserve draft musical works through standard notation, audio, or video recording. MU:Cr2.2.E.IIIb	INTERPRET	INTERPRET	BROADEN
EVALUATE AND REFINE	REHEARSE, EVALUATE, AND REFINE	EVALUATE	BROADEN
Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. MU:Cr3.3.E.IIIa	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. MU:Pr5.4.E.IIIa	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. MU:Re8.3.E.IIIa	Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.2.E.IIIb-WI
PRESENT	PRESENT		BROADEN
Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts. MU:Cr3.4.E.IIIa	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles. MU:Pr6.5.E.IIIa	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. MU:Re9.4.E.IIIa	Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components. MU:Cn11.2.E.IIIc-WI
	Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances. MU:Pr6.5.E.IIIb		

2017 WMEA Wisconsin Music Standards - Common Anchors, Enduring Understandings, & Essential Questions

CREATING

COMMON ANCHOR #1 - Generate and conceptualize artistic ideas and work.

IMAGINE - Generate musical ideas for various purposes and contexts

- **Enduring Understanding** - The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question** - How do musicians generate creative ideas?

COMMON ANCHOR #2 - Organize and develop artistic ideas and work.

PLAN AND MAKE - Select and develop musical ideas for defined purposes and contexts

- **Enduring Understanding** - Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- **Essential Question** - How do musicians make creative decisions?

COMMON ANCHOR #3 - Refine and complete artistic work.

REFINE - Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria

- **Enduring Understanding** - Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question** - How do musicians improve the quality of their creative work?

PRESENT - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality

- **Enduring Understanding** - Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Essential Question** - When is creative work ready to share?

PERFORMING

COMMON ANCHOR #4 - Analyze, interpret, and select artistic work for presentation.

SELECT - Select varied musical works to present based on interest, knowledge, technical skill, and context

- **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** - How do performers select repertoire?

ANALYZE - Analyze the structure and context of varied musical works and their implications for performance

- **Enduring Understanding** - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question** - How does understanding the structure and context of musical works inform performance?

INTERPRET - Develop personal interpretations that consider creators' intent

- **Enduring Understanding** - Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question** - How do performers interpret musical works?

COMMON ANCHOR #5 - Develop and refine artistic work for presentation.

Important Points to Remember

- ❖ Holistic - includes wide range of music-education goals
- ❖ Process-Centric - components fit together into sets
- ❖ Scaffolded (Spiral Curriculum) - builds over time
- ❖ Levels of Proficiency - these are not tied to grade levels
 - ❖ You are able to mold them to fit the needs of your students and music program

- ❖ Flexible - designed to work within diverse teaching and learning environments
- ❖ The language included in the Performance Standards allows considerable room for interpretation
 - ❖ *Compose and improvise musical ideas for a variety of purposes and contexts.*
- ❖ Multifaceted - roles / purposes vary, based on audience (teachers, administrators, school district, parents, etc.)

Thank You