

2017 WMMEA

Wisconsin Music Standards

Committee Members

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Timothy Schaid, Aimee Swanson, and Richard Tengowski*

Part 1 - Organization of
the Music Standards

Part 2 - Wisconsin
Modifications

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

New Formatting

CREATING

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?		
Novice	Intermediate	Proficient	Accomplished	Advanced
Common Anchor #1 MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr1.1.E.8a Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr1.1.E.1a 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.	MU:Cr1.1.E.1a 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.	MU:Cr1.1.E.1a Compose and improvise musical ideas for a variety of purposes and contexts .

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?		
Novice	Intermediate	Proficient	Accomplished	Advanced
Common Anchor #2 MU:Cr2.1.E.5a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr2.1.E.8a Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.	MU:Cr2.1.E.1a 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.	MU:Cr2.1.E.1a 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.	MU:Cr2.1.E.1a Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts .
MU:Cr2.1.E.5b Preserve draft compositions and improvisations through standard notation and audio recording.	MU:Cr2.1.E.8b Preserve draft compositions and improvisations through standard notation and audio recording.	MU:Cr2.1.E.1a Preserve draft compositions and improvisations through standard notation and audio recording.	MU:Cr2.1.E.1a Preserve draft compositions and improvisations through standard notation, audio, or video recording.	MU:Cr2.1.E.1a Preserve draft musical works through standard notation, audio, or video recording.

Organization

- ❖ Two Layouts
 - ❖ Set organized by Grade Level or Level of Proficiency
 - ❖ Set organized by Artistic Processes
- ❖ Color Coding
 - ❖ Consistent across all documents
- ❖ Numeric Identifiers
 - ❖ Moved to bottom-right corner of each box

Organized by
Grade Level

2017 WMEA Wisconsin Music Standards - PK-8 General Music Strand **2nd Grade**

CREATING	PERFORMING	RESPONDING	CONNECTING
IMAGINE	SELECT	SELECT	PERSONALIZE
Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. MU:Cr1.1.2a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. MU:Pr4.1.2a	Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. MU:Re7.1.2a	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:Cn10.1.2a-WI
Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple). MU:Cr1.1.2b	ANALYZE	ANALYZE	BROADEN
PLAN AND MAKE	Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. MU:Pr4.2.2a	Describe how specific music concepts are used to support a specific purpose in music. MU:Re7.2.2a	Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.2b-WI
Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. MU:Cr2.2.2a	INTERPRET	INTERPRET	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.1.2c-WI
Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas. MU:Cr2.2.2b	Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent. MU:Pr4.3.2a	Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent. MU:Re8.3.2a	BROADEN
EVALUATE AND REFINE	REHEARSE, EVALUATE, AND REFINE	EVALUATE	Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.2.2a-WI
Interpret and apply personal, peer, and teacher feedback to revise personal music. MU:Cr3.3.2a	Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. MU:Pr5.4.2a	Apply personal and expressive preferences in the evaluation of music for specific purposes. MU:Re9.4.2a	Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.2.2b-WI
PRESENT	PRESENT		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:Cn11.2.2c-WI
Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. MU:Cr3.4.2a	Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music. MU:Pr5.4.2b		
	Perform music for a specific purpose with expression and technical accuracy. MU:Pr6.5.2a		
	Perform appropriately for the audience and purpose. MU:Pr6.5.2b		

Organized by
Artistic Process

2017 WMEA Wisconsin Music Standards - PK-8 General Music Strand - Responding

PRE-K	K	1	2	3
SELECT				
With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others. MU:Re7.1.PKa	With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others. MU:Re7.1.Ka	With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes. MU:Re7.1.1a	Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. MU:Re7.1.2a	Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes. MU:Re7.1.3a
ANALYZE				
With substantial guidance, explore musical contrasts in music. MU:Re7.2.PKa	With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music. MU:Re7.2.Ka	With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose. MU:Re7.2.1a	Describe how specific music concepts are used to support a specific purpose in music. MU:Re7.2.2a	Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social). MU:Re7.2.3a
INTERPRET				
With substantial guidance, explore music's expressive qualities (such as dynamics and tempo). MU:Re8.3.PKa	With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. MU:Re8.3.Ka	With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. MU:Re8.3.1a	Demonstrate knowledge of music concepts and how they support creators'/performers' expressive intent. MU:Re8.3.2a	Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent. MU:Re8.3.3a
EVALUATE				
With substantial guidance, talk about personal and expressive preferences in music. MU:Re9.4.PKa	With guidance, apply personal and expressive preferences in the evaluation of music. MU:Re9.4.Ka	With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes. MU:Re9.4.1a	Apply personal and expressive preferences in the evaluation of music for specific purposes. MU:Re9.4.2a	Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context. MU:Re9.4.3a

Connecting (Responding), continued

4	5	6	7	8
SELECT				
Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. MU:Re7.1.4a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. MU:Re7.1.5a	Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose. MU:Re7.1.6a	Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose. MU:Re7.1.7a	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. MU:Re7.1.8a
ANALYZE				
Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural). MU:Re7.2.4a	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). MU:Re7.2.5a	Describe how the elements of music and expressive qualities relate to the structure of the pieces. MU:Re7.2.6a	Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces. MU:Re7.2.7a	Compare how the elements of music and expressive qualities relate to the structure within programs of music. MU:Re7.2.8a
		Identify the context of music from a variety of genres, cultures, and historical periods. MU:Re7.2.6b	Identify and compare the context of music from a variety of genres, cultures, and historical periods. MU:Re7.2.7b	Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods. MU:Re7.2.8b
INTERPRET				
Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent. MU:Re8.3.4a	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. MU:Re8.3.5a	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. MU:Re8.3.6a	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. MU:Re8.3.7a	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. MU:Re8.3.8a
EVALUATE				
Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context. MU:Re9.4.4a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music. MU:Re9.4.5a	Apply teacher-provided criteria to evaluate musical works or performances. MU:Re9.4.6a	Select from teacher-provided criteria to evaluate musical works or performances. MU:Re9.4.7a	Apply appropriate personally-developed criteria to evaluate musical works or performances. MU:Re9.4.8a

Connecting Standards

2017 WMEA Wisconsin Music Standards - PK-8 General Music Strand - 2nd Grade

CREATING	PERFORMING	RESPONDING	CONNECTING
IMAGINE	SELECT	SELECT	PERSONALIZE
Improvise rhythmic and melodic patterns and musical ideas for a specific purpose. MU:Cr1.1.2a	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. MU:Pr4.1.2a	Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes. MU:Re7.1.2a	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:Cn10.1.2a-WI
Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple). MU:Cr1.1.2b	ANALYZE	ANALYZE	Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.2b-WI
PLAN AND MAKE	Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance. MU:Pr4.2.2a	Describe how specific music concepts are used to support a specific purpose in music. MU:Re7.2.2a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.1.2c-WI
Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. MU:Cr2.2.2a	When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation. MU:Pr4.2.2b	INTERPRET	BROADEN
Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas. MU:Cr2.2.2b	INTERPRET	Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent. MU:Re8.3.2a	Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.2.2a-WI
EVALUATE AND REFINE	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:Cn11.2.2b-WI
Interpret and apply personal, peer, and teacher feedback to revise personal music. MU:Cr3.3.2a	Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances. MU:Pr5.4.2a	Apply personal and expressive preferences in the evaluation of music for specific purposes. MU:Re9.4.2a	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:Cn11.2.2c-WI
PRESENT	Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music. MU:Pr5.4.2b		
Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience. MU:Cr3.4.2a	PRESENT		
	Perform music for a specific purpose with expression and technical accuracy. MU:Pr6.5.2a		
	Perform appropriately for the audience and purpose. MU:Pr6.5.2b		

National # 10

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

National # 11

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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:Cn10.1.2a-WI

Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.2b-WI

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.1.2c-WI

BROADEN

Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.2.2a-WI

Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.2.2b-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:Cn11.2.2c-WI

Literacy Connections

Affective Connections

Personal Connections

Musical Connections

Academic Connections

Human Connections

Secondary General Music

2017 WMEA Wisconsin Music Standards - Secondary General Music Strand - Performing

ENSEMBLE	TECHNOLOGY	INSTRUMENTAL & VOCAL	COMPOSITION & THEORY
SELECT	SELECT	SELECT	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	Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer's technical skill using digital tools, resources, and systems. MU:Pr4.1.T.IIIa	Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles. MU:Pr4.1.H.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. MU:Pr4.1.C.IIIa
ANALYZE	ANALYZE	ANALYZE	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	Examine, evaluate and critique how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances. MU:Pr4.2.T.IIIa	Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles. MU:Pr4.2.H.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. MU:Pr4.2.C.IIIa
INTERPRET	INTERPRET	INTERPRET	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	Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences. MU:Pr4.3.T.IIIa	Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles. MU:Pr4.3.H.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. MU:Pr4.3.C.IIIa
REHEARSE, EVALUATE, AND REFINE	REHEARSE, EVALUATE, AND REFINE	REHEARSE, EVALUATE, AND REFINE	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	Apply appropriate criteria as well as feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music. MU:Pr5.4.T.IIIa	Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances. MU:Pr5.4.H.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. MU:Pr5.4.C.IIIa
PRESENT	PRESENT	PRESENT	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	Integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods. MU:Pr6.5.T.IIIa	Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical). MU:Pr6.5.H.IIIa	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:Pr5.4.C.IIIb
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	Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances. MU:Pr6.5.T.IIIb		Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works. MU:Pr5.4.C.IIIc
			PRESENT
			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. MU:Pr6.5.C.IIIa
			Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions. MU:Pr6.5.C.IIIb

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PRESENT	PRESENT		
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	Perform music for a specific purpose with expression and technical accuracy. MU:Pr6.5.2a		
	Perform appropriately for the audience and purpose. MU:Pr6.5.2b		

Putting it Together

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

How to Learn More

National Resources

- ❖ National Core Music Standards (NAfME) - www.nafme.org
- ❖ Standards (PDFs) and Glossary of Terms (NAfME)
 - ❖ <https://goo.gl/CkxL5H>
- ❖ Opportunity-to-Learn Standards - Needs Assessment Checklist (NAfME)
 - ❖ <https://goo.gl/RLWLKY>
- ❖ Student Assessment - Model Cornerstone Assessments (NAfME)
 - ❖ <https://goo.gl/7UYmmk>
- ❖ National Core Arts Standards
 - ❖ www.nationalartsstandards.org

Wisconsin Resources

- ❖ Wisconsin Model Academic Standards in Music (1997) - Abridged from Curriculum Guide
 - ❖ <https://goo.gl/wNdVwp>
- ❖ Wisconsin DPI Curriculum Guide in Music (2009)
 - ❖ <https://goo.gl/rwI5m9>

Standards Revision Committee

- ❖ Paul Budde - UW-River Falls (Music Education)
- ❖ Christine Hayes - Whitewater School District (General)
- ❖ Kate Mitchell - Pewaukee School District (Band)
- ❖ Leyla Sanyer - Oregon School District (Orchestra - retired)
- ❖ Timothy Schaid - WSMA Executive Director (Administration)
- ❖ Aimee Swanson - East Troy School District (Vocal Music / General)
- ❖ Richard Tengowski - Kohler School District (Band)

Thank You