

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.

EVALUATE AND 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.

REHEARSE, EVALUATE, AND REFINE - Evaluate and refine personal and ensemble performances, individually or in collaboration with others

- **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

- **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

- **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

- **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

- **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

- **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 (WI) - Synthesize and relate knowledge and personal experiences to make music

- **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 (WI) - Relate musical ideas and works to varied contexts and daily life to deepen understanding

- **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 - Composition-Theory Strand - Creating

PROFICIENT	ACCOMPLISHED	ADVANCED
IMAGINE		
Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines. MU:Cr1.1.C.Ia	Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines. MU:Cr1.1.C.IIa	Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas. MU:Cr1.1.C.IIIa
PLAN AND MAKE		
Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines. MU:Cr2.1.C.Ia	Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines. MU:Cr2.1.C.IIa	Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas. MU:Cr2.1.C.IIIa
Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary). MU:Cr2.1.C.Ib	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.IIb	Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms. MU:Cr2.1.C.IIIb
EVALUATE AND REFINE		
Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. MU:Cr3.1.C.Ia	Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. MU:Cr3.1.C.IIa	Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions. MU:Cr3.1.C.IIIa
PRESENT		
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.Ia	Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent. MU:Cr3.2.C.IIa	Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques and processes have been employed to realize expressive intent. MU:Cr3.2.C.IIIa
Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation. MU:Cr3.2.C.Ib	Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation. MU:Cr3.2.C.IIb	Describe a variety of possible contexts and mediums for presenting personal works, and explain and compare how each could impact the success of the final composition and presentation. MU:Cr3.2.C.IIIb

2017 WMEA Wisconsin Music Standards - Composition-Theory Strand - Performing

PROFICIENT	ACCOMPLISHED	ADVANCED
SELECT		
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.Ia	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.IIa	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 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.Ia	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.IIa	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		
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.Ia	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.IIa	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		
Create rehearsal plans for works, identifying repetition and variation within the form. MU:Pr5.1.C.Ia	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.IIa	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:Pr5.1.C.IIIa
Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood. MU:Pr5.1.C.Ib	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.IIb	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.IIIb
Identify and implement strategies for improving the technical and expressive aspects of multiple works. MU:Pr5.1.C.Ic	Identify and implement strategies for improving the technical and expressive aspects of varied works. MU:Pr5.1.C.IIc	Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works. MU:Pr5.1.C.IIIc
PRESENT		
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.Ia	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.IIa	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:Pr6.1.C.IIIa
Identify how compositions are appropriate for an audience or context, and how this will shape future compositions. MU:Pr6.1.C.Ib	Explain how compositions are appropriate for both audience and context, and how this will shape future compositions. MU:Pr6.1.C.IIb	Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions. MU:Pr6.1.C.IIIb

2017 WMEA Wisconsin Music Standards - Composition-Theory Strand - Responding

PROFICIENT	ACCOMPLISHED	ADVANCED
SELECT		
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.Ia	Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition. MU:Re7.1.C.IIa	Apply researched or personally-developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition. MU:Re7.1.C.IIIa
ANALYZE		
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.Ia	Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener. MU:Re7.2.C.IIa	Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood, and context; and explain how the analysis provides models for personal growth as composer, performer, and/or listener. MU:Re7.2.C.IIIa
INTERPRET		
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.Ia	Develop and support 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. MU:Re8.1.C.IIa	Develop, justify and defend 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. MU:Re8.1.C.IIIa
EVALUATE		
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.Ia	Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures. MU:Re9.1.C.IIa	Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of theoretical concepts and complex compositional techniques and procedures. MU:Re9.1.C.IIIa
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.Ib	Describe ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process. MU:Re9.1.C.IIb	Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process. MU:Re9.1.C.IIIb

2017 WMEA Wisconsin Music Standards - Composition-Theory Strand - Connecting

PROFICIENT	ACCOMPLISHED	ADVANCED
PERSONALIZE (WI)		
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.C.Ia-WI	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.C.IIa-WI	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.C.IIIa-WI
Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.C.Ib-WI	Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.C.IIb-WI	Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.C.IIIb-WI
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.1.C.Ic-WI	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.1.C.IIc-WI	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.1.C.IIIc-WI
BROADEN (WI)		
Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.1.C.Ia-WI	Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.1.C.IIa-WI	Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.1.C.IIIa-WI
Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.1.C.Ib-WI	Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.1.C.IIb-WI	Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.1.C.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:Cn11.1.C.Ic-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:Cn11.1.C.IIc-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:Cn11.1.C.IIIc-WI