

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 - Guitar-Keyboard-Harmonizing Instruments Strand - Creating

NOVICE	INTERMEDIATE	PROFICIENT	ACCOMPLISHED	ADVANCED
IMAGINE				
Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies. MU:Cr1.1.H.5a	Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies. MU:Cr1.1.H.8a	Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking). MU:Cr1.1.H.1a	Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies. MU:Cr1.1.H.1Ia	Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies. MU:Cr1.1.H.1IIa
PLAN AND MAKE				
Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies. MU:Cr2.1.H.5a	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies. MU:Cr2.1.H.8a	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking). MU:Cr2.1.H.1a	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies. MU:Cr2.1.H.1Ia	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies. MU:Cr2.1.H.1IIa
EVALUATE AND REFINE				
Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies. MU:Cr3.1.H.5a	Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies. MU:Cr3.1.H.8a	Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking). MU:Cr3.1.H.1a	Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies. MU:Cr3.1.H.1Ia	Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of forms and styles), improvisations in a variety of styles, and stylistically appropriate harmonizations for given melodies. MU:Cr3.1.H.1IIa
PRESENT				
Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. MU:Cr3.2.H.5a	Share final versions of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. MU:Cr3.2.H.8a	Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas. MU:Cr3.2.H.1a	Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas. MU:Cr3.2.H.1Ia	Perform final versions of a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas. MU:Cr3.2.H.1IIa

2017 WMEA Wisconsin Music Standards - Guitar-Keyboard-Harmonizing Instruments Strand - Performing

NOVICE	INTERMEDIATE	PROFICIENT	ACCOMPLISHED	ADVANCED
SELECT				
Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill, as well as the context of the performances. MU:Pr4.1.H.5a	Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (citing technical challenges that need to be addressed), as well as the context of the performances. MU:Pr4.1.H.8a	Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking). MU:Pr4.1.H.1a	Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles. MU:Pr4.1.H.1a	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.1a
ANALYZE				
Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation. MU:Pr4.2.H.5a	Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation. MU:Pr4.2.H.8a	Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking). MU:Pr4.2.H.1a	Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles. MU:Pr4.2.H.1a	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.1a
INTERPRET				
Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments. MU:Pr4.3.H.5a	Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments. MU:Pr4.3.H.8a	Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking). MU:Pr4.3.H.1a	Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles. MU:Pr4.3.H.1a	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.1a
REHEARSE, EVALUATE, AND REFINE				
Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances. MU:Pr5.1.H.5a	Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances. MU:Pr5.1.H.8a	Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking), and create rehearsal strategies to address performance challenges and refine the performances. MU:Pr5.1.H.1a	Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances. MU:Pr5.1.H.1a	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:Pr5.1.H.1a
PRESENT				
Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context. MU:Pr6.1.H.5a	Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical). MU:Pr6.1.H.8a	Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, down-up strumming, and Travis picking), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical). MU:Pr6.1.H.1a	Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical) periods. MU:Pr6.1.H.1a	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:Pr6.1.H.1a

2017 WMEA Wisconsin Music Standards - Guitar-Keyboard-Harmonizing Instruments Strand - Responding

NOVICE	INTERMEDIATE	PROFICIENT	ACCOMPLISHED	ADVANCED
SELECT				
Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, or personal experience. MU:Re7.1.H.5a	Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context. MU:Re7.1.H.8a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. MU:Re7.1.H.1a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. MU:Re7.1.H.1a	Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods. MU:Re7.1.H.11a
ANALYZE				
Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response. MU:Re7.2.H.5a	Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response. MU:Re7.2.H.8a	Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response. MU:Re7.2.H.1a	Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response. MU:Re7.2.H.1a	Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response. MU:Re7.2.H.11a
INTERPRET				
Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text. MU:Re8.1.H.5a	Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text. MU:Re8.1.H.8a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources. MU:Re8.1.H.1a	Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources. MU:Re8.1.H.1a	Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms. MU:Re8.1.H.11a
EVALUATE				
Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music. MU:Re9.1.H.5a	Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music. MU:Re9.1.H.8a	Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening. MU:Re9.1.H.1a	Apply personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening. MU:Re9.1.H.1a	Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context. MU:Re9.1.H.11a

2017 WMEA Wisconsin Music Standards - Guitar-Keyboard-Harmonizing Instruments Strand - Connecting

NOVICE	INTERMEDIATE	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.H.5a-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.H.8a-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.H.1a-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.H.11a-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.H.111a-WI
Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.H.5b-WI	Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.H.8b-WI	Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.H.1b-WI	Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.H.11b-WI	Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. MU:Cn10.1.H.111b-WI
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.1.H.5c-WI	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.1.H.8c-WI	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.1.H.1c-WI	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.1.H.11c-WI	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:Cn10.1.H.111c-WI
BROADEN (WI)				
Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.1.H.5a-WI	Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.1.H.8a-WI	Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.1.H.1a-WI	Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.1.H.11a-WI	Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. MU:Cn11.1.H.111a-WI
Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.1.H.5b-WI	Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.1.H.8b-WI	Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.1.H.1b-WI	Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.1.H.11b-WI	Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. MU:Cn11.1.H.111b-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.H.5c-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.H.8c-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.H.1c-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.H.11c-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.H.111c-WI