

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 - Secondary General Music Strand - Creating

ENSEMBLE	TECHNOLOGY	INSTRUMENTAL & VOCAL	COMPOSITION & THEORY
IMAGINE	IMAGINE	IMAGINE	IMAGINE
Compose and improvise musical ideas for a variety of purposes and contexts. MU:Cr1.1.E.IIIa	Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems. MU:Cr1.1.T.IIIa	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.IIIa	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	PLAN AND MAKE	PLAN AND MAKE	PLAN AND MAKE
Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts. MU:Cr2.1.E.IIIa	Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems. MU:Cr2.1.T.IIIa	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.IIIa	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
EVALUATE AND REFINE	EVALUATE AND REFINE	EVALUATE AND REFINE	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:Cr3.1.E.IIIa	Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations. MU:Cr3.1.T.IIIa	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.IIIa	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
PRESENT	PRESENT	PRESENT	PRESENT
Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts. MU:Cr3.2.E.IIIa	Share a portfolio of musical creations representing varied styles and genres that demonstrates an advanced level of musical and technological craftsmanship as well as the use of digital and analog tools, resources and systems in developing and organizing musical ideas. MU:Cr3.2.T.IIIa	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.IIIa	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, 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 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 - Secondary General Music Strand - Performing

ENSEMBLE	TECHNOLOGY	INSTRUMENTAL & VOCAL	COMPOSITION & THEORY
SELECT	SELECT	SELECT	SELECT
<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>ANALYZE</p> <p>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</p>	<p>ANALYZE</p> <p>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</p>	<p>ANALYZE</p> <p>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</p>	<p>ANALYZE</p> <p>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</p>
<p>INTERPRET</p> <p>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</p>	<p>INTERPRET</p> <p>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</p>	<p>INTERPRET</p> <p>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</p>	<p>INTERPRET</p> <p>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</p>
<p>REHEARSE, EVALUATE, AND REFINE</p> <p>Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. MU:Pr5.1.E.IIIa</p>	<p>REHEARSE, EVALUATE, AND REFINE</p> <p>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:Pr5.1.T.IIIa</p>	<p>REHEARSE, EVALUATE, AND REFINE</p> <p>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.IIIa</p>	<p>REHEARSE, EVALUATE, AND REFINE</p> <p>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</p>
<p>PRESENT</p> <p>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:Pr6.1.E.IIIa</p>	<p>PRESENT</p> <p>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:Pr6.1.T.IIIa</p>	<p>PRESENT</p> <p>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.IIIa</p>	<p>PRESENT</p> <p>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</p>
<p>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:Pr6.1.E.IIIb</p>	<p>Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances. MU:Pr6.1.T.IIIb</p>		<p>Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works. MU:Pr5.1.C.IIIc</p>
		<p>PRESENT</p> <p>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</p>	<p>PRESENT</p> <p>Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions. MU:Pr6.1.C.IIIb</p>

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

ENSEMBLE	TECHNOLOGY	INSTRUMENTAL & VOCAL	COMPOSITION & THEORY
SELECT	SELECT	SELECT	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	Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works. MU:Re7.1.T.IIIa	Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods. MU:Re7.1.H.IIIa	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	ANALYZE	ANALYZE
Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. MU:Re7.2.E.IIIa	Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music. MU:Re7.2.T.IIIa	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.IIIa	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	INTERPRET	INTERPRET	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:Re8.1.E.IIIa	Examine, cite research and multiple sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works. MU:Re8.1.T.IIIa	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.IIIa	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	EVALUATE	EVALUATE	EVALUATE
Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. MU:Re9.1.E.IIIa	Develop and justify the evaluation of a variety of music based on established and personally-developed criteria, digital, electronic and analog features, and understanding of purpose and context. MU:Re9.1.T.IIIa	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.IIIa	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 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 - Secondary General Music Strand - Connecting

ENSEMBLE	TECHNOLOGY	INSTRUMENTAL & VOCAL	COMPOSITION & THEORY
PERSONALIZE (WI)	PERSONALIZE (WI)	PERSONALIZE (WI)	PERSONALIZE (WI)
<p>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.</p> <p>MU:Cn10.1.E.IIIa-WI</p>	<p>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.</p> <p>MU:Cn10.1.T.IIIa-WI</p>	<p>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.</p> <p>MU:Cn10.1.H.IIIa-WI</p>	<p>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.</p> <p>MU:Cn10.1.C.IIIa-WI</p>
<p>Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character.</p> <p>MU:Cn10.1.E.IIIb-WI</p>	<p>Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character.</p> <p>MU:Cn10.1.T.IIIb-WI</p>	<p>Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character.</p> <p>MU:Cn10.1.H.IIIb-WI</p>	<p>Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character.</p> <p>MU:Cn10.1.C.IIIb-WI</p>
<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn10.1.E.IIIc-WI</p>	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn10.1.T.IIIc-WI</p>	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn10.1.H.IIIc-WI</p>	<p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn10.1.C.IIIc-WI</p>
BROADEN (WI)	BROADEN (WI)	BROADEN (WI)	BROADEN (WI)
<p>Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations.</p> <p>MU:Cn11.1.E.IIIa-WI</p>	<p>Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations.</p> <p>MU:Cn11.1.T.IIIa-WI</p>	<p>Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations.</p> <p>MU:Cn11.1.H.IIIa-WI</p>	<p>Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations.</p> <p>MU:Cn11.1.C.IIIa-WI</p>
<p>Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.</p> <p>MU:Cn11.1.E.IIIb-WI</p>	<p>Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.</p> <p>MU:Cn11.1.T.IIIb-WI</p>	<p>Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.</p> <p>MU:Cn11.1.H.IIIb-WI</p>	<p>Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.</p> <p>MU:Cn11.1.C.IIIb-WI</p>
<p>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.</p> <p>MU:Cn11.1.E.IIIc-WI</p>	<p>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.</p> <p>MU:Cn11.1.T.IIIc-WI</p>	<p>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.</p> <p>MU:Cn11.1.H.IIIc-WI</p>	<p>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.</p> <p>MU:Cn11.1.C.IIIc-WI</p>