

# Wisconsin Music Standards-Where I'm at Now

Ensemble Strand: Intermediate Level

Department:

## Creating

MU:Cr1.1.E.5a Imagine	Unpacking/Student Language	Things I've Done in the Past	Things I've Done This Year
<p>Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>Compose simple 4-16 measure melodies/rhythmic passages based on elements studied in class</p> <p>Improvise ideas for melodies/rhythms based on elements studied in class</p>		
MU:Cr2.1.E.5a Plan and Make			
<p>Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p>	<p>Select melodies/rhythms similar to what is being studied in class (composition checklists)</p> <p>Edit and refine melodies/rhythms similar to what is being studied in class.</p>		
MU:Cr2.1.E.5b Plan and Make			
<p>Preserve draft compositions and improvisations through standard notation and audio recording.</p>	<p>Notate composition/improvisation using notation on paper or with a software program.</p>		
MU:Cr3.1.E.5a			

<b>Evaluate and Refine</b>			
Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria.	Peer evaluate compositions/improvisation using class developed criteria  Make changes to your own composition/improvisations based on feedback		
<b>MU:Cr3.2.E.5a Present</b>			
Share personally-developed melodic and rhythmic ideas or motives-individually or as an ensemble- that demonstrate understanding of characteristics.	Share/perform compositions/improvisation for others.		

# Performing

<b>MU:Pr4.1.E.8a Select</b>	<b>Unpacking/Student Language</b>	<b>Things I've Done in the Past</b>	<b>Things I've Done This Year</b>
Select a varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of formal design in the music, context, and the technical skill of the individual and ensemble	Individual: Choose from a pre-selected group of method book exercises by teacher  Individual: Choose a solo based on suggestions from the teacher.  Ensemble: Choose from a pre-selected group of excerpts/pieces by teacher and/or class discussion		
<b>MU:Pr4.2.E.5a Analyze</b>			

Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.	<p>Setting: Study the history of the piece and how it informs the performance</p> <p>Formal Characteristics: Compositional devices and how they create a story, mood, image, etc.</p>		
<b>MU:Pr4.3.E.8a Interpret</b>			
Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	<p>Identify and define expressive qualities (dynamics, articulations, and/or tempo markings) within musical excerpts</p> <p>Perform musical excerpts using dynamics, articulations, and/or tempo markings.</p>		
<b>MU:Pr5.3.E.81 Rehearse, Evaluate and Refine</b>			
Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.	<p>Ensemble Peers: use information provided by peers to improve performance</p> <p>Other Sources: feedback from teachers, clinicians, judges, etc. Using feedback, evaluate their level of success and playing abilities</p>		
<b>MU:Pr6.1.E.8a Present</b>			
Demonstrate attention to technical accuracy	Perform with technical and expressive accuracy in any		

and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	style of music		
<b>MU:Pr6.1.E.5b</b>			
Demonstrate an understanding of the context of the music through prepared and improvised performances.	Perform music in the way the composer intended, honoring the history/setting that fits the performance.		

## Responding

<b>MU:Re7.1.E.8a Select</b>	<b>Unpacking/Student Language</b>	<b>Things I've Done in the Past</b>	<b>Things I've Done This Year</b>
Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context	<p>Interest: explain why music is chosen based on interest and musical characteristics</p> <p>Purpose: explain why someone would choose to listen to different types of music based on performance purpose.</p> <p>Context: explain why someone would choose to listen to different types of performance context.</p>		
<b>MU:Re7.2.E.81 Analyze</b>			
Describe how understanding context and the way the elements of music are	Describing how the composer used elements of music to create a response from listeners and how		

manipulated inform the response to music.	context can affect response.		
<b>MU:Re8.1.E.8a Interpret</b>			
Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and setting of the text.	Identify how the composer used the elements of music, context, elements of text to express meaning of the music  Defend how the composer used the elements of music, context, elements to express the meaning of music.		
<b>MU:Re9.1.E.8a</b>			
Explain the influence of experiences, analysis, and context on interest in and evaluation of music.	Explain how a person's experiences, analysis, context influence interest in music.  Explain how a person's experiences, analysis, context influences evaluation in music.		

## Connecting

<b>MU:Cn10.1.E.5a-WI Personalize</b>	<b>Unpacking/Student Language</b>	<b>Things I'm Currently Doing</b>	<b>Things I've Done this Year</b>
Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through movement, gestures,	Demonstrate music literacy through discussion, writing, use of subject-specific words/symbols/notation, movement/gestures/nonverbal means		

or other non-verbal means.			
<b>MU:Cn10.1.E.5b-WI Personalize</b>			
Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness or character.	Determine how music interacts with feeling values, opinions, wishes, personal awareness, character		
<b>MU:Cn10.1.E.5c-WI Personalize</b>			
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Discuss how interests, knowledge, skills relate to personal choices when creating, performing, and responding to music  Discuss how knowledge, skills, interests relate to intent when creating, performing, and responding to music		
<b>MU:Cn11.1.E.5b-WI Broaden</b>			
Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations.	Compare/contrast various types of music using musical and nonmusical reasoning		
<b>MU:Cn11.1.E.5b-WI Broaden</b>			
Demonstrate understanding of the relationship between music and the other	Share how music and other arts are related  Share how music and other		

<p>arts or subject areas, including musical and extra-musical considerations.</p>	<p>disciplines are related</p> <p>Share how music and other contexts are related</p> <p>Share how music and life are related</p>		
<p><b>MU:Cn11.1.E.5c-WI</b></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>Hypothesize how music and people of various cultures/ethnicities/locales/eras interact using musical and nonmusical reasoning</p>		

**Areas I'm Currently Covering a Lot of:**

**Areas I'm Could Explore Incorporating More of:**

**Ideas for Future:**