

Music – High School Traditional and Emerging Ensembles	
Standard: Anchor Standard 1: Creating – Generate and conceptualize artistic ideas and work.	
21st Century Learning Expectations: <ol style="list-style-type: none"> 1. Hinsdale students will communicate through various means 2. Hinsdale students will be able to solve problems 5. Hinsdale students will demonstrate technical fluency and adaptability 	
Enduring Understandings: <ol style="list-style-type: none"> 1. Imagine – The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources. 	
Learning Competencies	Essential Questions
<p><i>Students will be able to:</i></p> <p>MU:Cr1.1.E.Ia (Proficient) 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.</p> <p>MU:Cr1.1.E.IIa (Accomplished) 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.</p> <p>MU:Cr1.1.E.IIIa (Advanced) Compose and improvise musical ideas for a variety of purposes and contexts.</p>	<ol style="list-style-type: none"> 1. How do musicians generate creative ideas?

Music – High School Traditional and Emerging Ensembles	
Standard: Anchor Standard 2: Creating – Organize and develop artistic ideas and work.	
21st Century Learning Expectations: <ol style="list-style-type: none"> 1. Hinsdale students will communicate through various means 2. Hinsdale students will be able to solve problems 5. Hinsdale students will demonstrate technical fluency and adaptability 	
Enduring Understandings: <ol style="list-style-type: none"> 1. Plan and Make – Musicians’ creative choices are influenced by their expertise, context, and expressive intent. 	
Learning Competencies	Essential Questions
<p><i>Students will be able to:</i></p> <p>MU:Cr2.1.E.Ia (Proficient) 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.</p> <p>MU:Cr2.1.E.IIa (Accomplished) 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.</p> <p>MU:Cr2.1.E.IIIa (Advanced) Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.</p> <p>MU:Cr2.1.E.Ib (Proficient) Preserve draft compositions and improvisations through standard notation and audio recording.</p>	<ol style="list-style-type: none"> 1. How do musicians make creative decisions?

MU:Cr2.1.E.IIb (Accomplished) Preserve draft compositions and improvisations through standard notation, audio, or video recording.

MU:Cr2.1.E.IIIb (Advanced) Preserve draft musical works through standard notation, audio, or video recording.

Music – High School Traditional and Emerging Ensembles

Standard:

Anchor Standard 3: Creating – Refine and complete artistic work.

21st Century Learning Expectations:

1. Hinsdale students will communicate through various means
3. Hinsdale students will take responsibility for their own learning
5. Hinsdale students will demonstrate technical fluency and adaptability
6. Hinsdale students will demonstrate responsibility for their actions and choices

Enduring Understandings:

1. Evaluate and Refine – Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
2. Present – Musicians’ presentation of creative work is the culmination of a process of creation and communication

Learning Competencies

Essential Questions

Students will be able to:

- MU:Cr3.1.E.Ia (Proficient) Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
- MU:Cr3.1.E.IIa (Accomplished) Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.
- MU:Cr3.1.E.IIIa (Advanced) Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

1. How do musicians improve the quality of their creative work?
2. When is creative work ready to share?

MU:Cr3.2.E.Ia (Proficient) Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes.

MU:Cr3.2.E.IIa (Accomplished) Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes.

MU:Cr3.2.E.IIIa (Advanced) Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts.

Music – High School Traditional and Emerging Ensembles	
Standard: Anchor Standard 4: Performing – Select, analyze, and interpret artistic work for presentation.	
21st Century Learning Expectations: <ol style="list-style-type: none"> 1. Hinsdale students will communicate through various means 3. Hinsdale students will take responsibility for their own learning 5. Hinsdale students will demonstrate technical fluency and adaptability 6. Hinsdale students will demonstrate responsibility for their actions and choices 	
Enduring Understandings: <ol style="list-style-type: none"> 1. Select – 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. 2. Analyze – Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. 3. Interpret – Performers make interpretive decisions based on their understanding of context and expressive intent. 	
Learning Competencies	Essential Questions
<p><i>Students will be able to:</i></p> <p>MU:Pr4.1.E.Ia (Proficient) Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p>MU:Pr4.1.E.IIa (Accomplished) Develop and apply criteria to select a varied repertoire 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</p>	<ol style="list-style-type: none"> 1. How do performers select repertoire?

ensemble, and the purpose and context of the performance.

MU:Pr4.1.E.IIIa (Advanced) 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:Pr4.2.E.Ia (Proficient) Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

MU:Pr4.2.E.IIa (Accomplished) Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.

MU:Pr4.2.E.IIIa (Advanced) Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

MU:Pr4.3.E.Ia (Proficient) Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

MU:Pr4.3.E.IIa (Accomplished) Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and

2. How does understanding the structure and context of musical works inform performance?

3. How do performers interpret musical works?

improvised performances as well as performers' technical skill to connect with the audience.

MU:Pr4.3.E.IIIa (Advanced) 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.

Music – High School Traditional and Emerging Ensembles

Standard:

Anchor Standard 5: Performing – Develop and refine artistic techniques and work for presentation.

21st Century Learning Expectations:

1. Hinsdale students will communicate through various means
2. Hinsdale students will be able to solve problems
3. Hinsdale students will take responsibility for their own learning
5. Hinsdale students will demonstrate technical fluency and adaptability

Enduring Understandings:

1. Rehearse, Evaluate and Refine – 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.

Learning Competencies

Essential Questions

Students will be able to:

MU:Pr5.1.E.Ia (Proficient) Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

MU:Pr5.1.E.IIa (Accomplished) Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.

MU:Pr5.1.E.IIIa (Advanced) Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

1. How do musicians improve the quality of their performance?

Music – High School Traditional and Emerging Ensembles	
Standard: Anchor Standard 6: Performing – Convey meaning through the presentation of artistic work.	
21st Century Learning Expectations: <ol style="list-style-type: none"> 1. Hinsdale students will communicate through various means 4. Hinsdale students will recognize and demonstrate the importance of whole person wellness 5. Hinsdale students will demonstrate technical fluency and adaptability 6. Hinsdale students will demonstrate responsibility for their actions and choices 	
Enduring Understandings: <ol style="list-style-type: none"> 1. Present – Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response. 	
Learning Competencies	Essential Questions
<p><i>Students will be able to:</i></p> <p>MU:Pr6.1.E.Ia (Proficient) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>MU:Pr6.1.E.IIa (Accomplished) Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>MU:Pr6.1.E.IIIa (Advanced) Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire</p>	<ol style="list-style-type: none"> 1. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

MU:Pr6.1.E.Ib (Proficient) Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

MU:Pr6.1.E.IIb Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

MU:Pr6.1.E.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.

Music – High School Traditional and Emerging Ensembles

Standard:

Anchor Standard 7: Responding – Perceive and analyze artistic work

21st Century Learning Expectations:

2. Hinsdale students will be able to solve problems
3. Hinsdale students will take responsibility for their own learning
4. Hinsdale students will recognize and demonstrate the importance of whole person wellness
6. Hinsdale students will demonstrate responsibility for their actions and choices

Enduring Understandings:

1. Select – Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
2. Analyze – Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Learning Competencies

Essential Questions

Students will be able to:

- MU:Re7.1.E.Ia (Proficient) 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.E.IIa (Accomplished) 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.E.IIIa (Advanced) 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.

1. How do individuals choose music to experience?

MU:Re7.2.E.Ia (Proficient) Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

MU:Re7.2.E.IIa (Accomplished) Explain how the analysis of structures and contexts inform the response to music.

MU:Re7.2.E.IIIa (Advanced) Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.

2. How do individuals choose music to experience?

Music – High School Traditional and Emerging Ensembles

Standard:

Anchor Standard 8: Responding – Interpret intent and meaning in artistic work.

21st Century Learning Expectations:

1. Hinsdale students will communicate through various means
2. Hinsdale students will be able to solve problems
3. Hinsdale students will take responsibility for their own learning

Enduring Understandings:

1. Interpret – Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Learning Competencies

Students will be able to:

MU:Re8.1.E.Ia (Proficient) Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

MU:Re8.1.E.IIa (Accomplished) Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.

MU:Re8.1.E.IIIa (Advanced) Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

Essential Questions

1. How do we discern the musical creators' and performers' expressive intent?

Music – High School Traditional and Emerging Ensembles

Standard:

Anchor Standard 9: Responding – Apply criteria to evaluate artistic work.

21st Century Learning Expectations:

1. Hinsdale students will communicate through various means
3. Hinsdale students will take responsibility for their own learning
6. Hinsdale students will demonstrate responsibility for their actions and choices

Enduring Understandings:

1. Evaluate – The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Learning Competencies

Students will be able to:

MU:Re9.1.E.Ia (Proficient) Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

MU:Re9.1.E.IIa (Accomplished) Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

MU:Re9.1.E.IIIa (Advanced) Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

Essential Questions

1. How do we judge the quality of musical work(s) and performance(s)?

Music – High School Traditional and Emerging Ensembles	
Standard: Anchor Standard 10: Connecting – Synthesize and relate knowledge and personal experiences to make art.	
21st Century Learning Expectations: <ol style="list-style-type: none"> 1. Hinsdale students will communicate through various means 2. Hinsdale students will be able to solve problems 3. Hinsdale students will take responsibility for their own learning 4. Hinsdale students will recognize and demonstrate the importance of whole person wellness 5. Hinsdale students will demonstrate technical fluency and adaptability 6. Hinsdale students will demonstrate responsibility for their actions and choices 	
Enduring Understandings: <ol style="list-style-type: none"> 1. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. 	
Learning Competencies	Essential Questions
<p><i>Students will be able to:</i></p> <p>MU:Cn10.0.E.Ia (Proficient) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn10.0.E.IIa (Accomplished) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn10.0.E.IIIa (Advanced) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>	<ol style="list-style-type: none"> 1. How do musicians make meaningful connections to creating, performing, and responding?

Music – High School Traditional and Emerging Ensembles	
Standard: Anchor Standard 11: Connecting – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	
21st Century Learning Expectations: <ol style="list-style-type: none"> 1. Hinsdale students will communicate through various means 2. Hinsdale students will be able to solve problems 3. Hinsdale students will take responsibility for their own learning 4. Hinsdale students will recognize and demonstrate the importance of whole person wellness 5. Hinsdale students will demonstrate technical fluency and adaptability 6. Hinsdale students will demonstrate responsibility for their actions and choices 	
Enduring Understandings: <ol style="list-style-type: none"> 1. Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. 	
Learning Competencies	Essential Questions
<p><i>Students will be able to:</i></p> <p>MU:Cn11.0.E.Ia (Proficient) Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Cn11.0.E.IIa (Accomplished) Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Cn11.0.E.IIIa (Advanced) Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<ol style="list-style-type: none"> 1. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?