

Music – High School Technology Strand

Standard:

Anchor Standard 1: Creating – Generate and conceptualize artistic ideas and work.

21st Century Learning Expectations:

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:

1. Imagine – The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

Learning Competencies

Essential Questions

Students will be able to:

MU:Cr1.1.T.Ia (Proficient) Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.

MU:Cr1.1.T.IIa (Accomplished) Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.

MU:Cr1.1.T.IIIa (Advanced) Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems.

1. How do musicians generate creative ideas?

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| Music – High School Technology Strand | |
| 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.T.Ia (Proficient) Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.</p> <p>MU:Cr2.1.T.IIa (Accomplished) Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools.</p> <p>MU:Cr2.1.T.IIIa (Advanced) 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.</p> | <ol style="list-style-type: none"> 1. How do musicians make creative decisions? |

Music – High School Technology Strand

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

Students will be able to:

MU:Cr3.1.T.Ia (Proficient) Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

MU:Cr3.1.T.IIa (Accomplished) Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.

MU:Cr3.1.T.IIIa (Advanced) Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.

Essential Questions

1. How do musicians improve the quality of their creative work?

2. When is creative work ready to share?

MU:Cr3.2.T.Ia (Proficient) Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.

MU:Cr3.2.T.IIa (Accomplished) Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship as well as the use of digital and analog tools and resources in developing and organizing musical ideas.

MU:Cr3.2.T.IIIa (Advanced) 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.

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| Music – High School Technology Strand | |
| 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.I.T.Ia (Proficient) Develop and explain the criteria used for selecting a varied repertoire of music based on interest, music reading skills, and an understanding of the performer’s technical and technological skill.</p> <p>MU:Pr4.I.T.IIa (Accomplished) Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music; and the performer’s technical skill using digital tools and resources.</p> <p>MU:Pr4.I.T.IIIa (Advanced) Develop and apply criteria to select varied programs to study and perform based on</p> | <ol style="list-style-type: none"> 1. How do performers select repertoire? |

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:Pr4.2.T.Ia (Proficient) Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.

MU:Pr4.2.T.IIa (Accomplished) Describe and demonstrate 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 (Advanced) 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:Pr4.3.T.Ia (Proficient) Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.

MU:Pr4.3.T.IIa (Accomplished) Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.

MU:Pr4.3.T.IIIa (Advanced) Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared

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

3. How do performers interpret musical works?

and improvised performances and their ability to connect with audiences.

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| Music – High School Technology Strand | |
| Standard: Anchor Standard 5: Performing – Develop and refine artistic techniques and work for presentation. | |
| 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 5. Hinsdale students will demonstrate technical fluency and adaptability | |
| Enduring Understandings: <ol style="list-style-type: none"> 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 |
| <p><i>Students will be able to:</i></p> <p>MU:Pr5.1.T.Ia (Proficient) Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</p> <p>MU:Pr5.1.T.IIa (Accomplished) Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.</p> <p>MU:Pr5.1.T.IIIa (Advanced) 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.</p> | <ol style="list-style-type: none"> 1. How do musicians improve the quality of their performance? |

Music – High School Technology Strand

Standard:

Anchor Standard 6: Performing – Convey meaning through the presentation of artistic work.

21st Century Learning Expectations:

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:

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

Students will be able to:

MU:Pr6.1.T.Ia (Proficient) Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

MU:Pr6.1.T.IIa (Accomplished) Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

MU:Pr6.1.T.IIIa (Advanced) 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

Essential Questions

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.

MU:Pr6.1.T.Ib Demonstrate an understanding of the context of music through prepared and improvised performances.

MU:Pr6.1.T.IIb Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.

MU:Pr6.1.T.IIIb Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances.

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| Music – High School Technology Strand | |
| Standard: Anchor Standard 7: Responding – Perceive and analyze artistic work | |
| 21st Century Learning Expectations: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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 |
| <p><i>Students will be able to:</i></p> <p>MU:Re7.I.T.Ia (Proficient) Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.</p> <p>MU:Re7.I.T.IIa (Accomplished) Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.</p> <p>MU:Re7.I.T.IIIa (Advanced) Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital</p> | <ol style="list-style-type: none"> 1. How do individuals choose music to experience? |

and electronic aspects, and the purpose and context of the works.

MU:Re7.2.T.Ia (Proficient) Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.

MU:Re7.2.T.IIa (Accomplished) Explain how an analysis of the structure, context, and technological aspects of the music informs the response.

MU:Re7.2.T.IIIa (Advanced) Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.

2. How do individuals choose music to experience?

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| Music – High School Technology Strand | |
| Standard: Anchor Standard 8: Responding – Interpret intent and meaning in artistic 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 3. Hinsdale students will take responsibility for their own learning | |
| Enduring Understandings: <ol style="list-style-type: none"> 1. Interpret – Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. | |
| Learning Competencies | Essential Questions |
| <p><i>Students will be able to:</i></p> <p>MU:Re8.1.T.Ia (Proficient) Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.</p> <p>MU:Re8.1.T.IIa (Accomplished) 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.</p> <p>MU:Re8.1.T.IIIa (Advanced) 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.</p> | <ol style="list-style-type: none"> 1. How do we discern the musical creators’ and performers’ expressive intent? |

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| Music – High School Technology Strand | |
| Standard: Anchor Standard 9: Responding – Apply criteria to evaluate artistic work. | |
| 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 6. Hinsdale students will demonstrate responsibility for their actions and choices | |
| Enduring Understandings: <ol style="list-style-type: none"> 1. Evaluate – The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. | |
| Learning Competencies | Essential Questions |
| <p><i>Students will be able to:</i></p> <p>MU:Re9.1.T.Ia (Proficient) Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.</p> <p>MU:Re9.1.T.IIa (Accomplished) Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.</p> <p>MU:Re9.1.T.IIIa (Advanced) 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.</p> | <ol style="list-style-type: none"> 1. How do we judge the quality of musical work(s) and performance(s)? |

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| Music – High School Technology Strand | |
| 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.T.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.T.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.T.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 Technology Strand

Standard:

Anchor Standard 11: Connecting – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

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
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:

1. Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Learning Competencies

Essential Questions

Students will be able to:

- MU:Cn11.0.T.Ia (Proficient) Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cn11.0.T.IIa (Accomplished) Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cn11.0.T.IIIa (Advanced) Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

1. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?