

Music – High School Composition and Theory	
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.C.Ia (Proficient) Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.</p> <p>MU:Cr1.1.C.IIa (Accomplished) Describe and demonstrate how sounds and musical ideas can be used to represent sonic events, memories, visual images, concepts, texts, or storylines.</p> <p>MU:Cr1.1.C.IIIa (Advanced) Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended sonic experiences or abstract ideas.</p>	<ol style="list-style-type: none"> 1. How do musicians generate creative ideas?

Music – High School Composition and Theory	
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.C.Ia (Proficient) Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.</p> <p>MU:Cr2.1.C.IIa (Accomplished) Assemble and organize multiple sounds or musical ideas to create initial expressive statements of selected sonic events, memories, images, concepts, texts, or storylines.</p> <p>MU:Cr2.1.C.IIIa (Advanced) Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended sonic experiences or abstract ideas.</p> <p>MU:Cr2.1.C.Ib (Proficient) Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).</p>	<ol style="list-style-type: none"> 1. How do musicians make creative decisions?

MU:Cr2.1.C.IIb (Accomplished) Describe and explain the development of sounds and musical ideas in drafts of music within a variety of simple or moderately complex forms (such as binary, rondo, or ternary).

MU:Cr2.1.C.IIIb (Advanced) Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.

Music – High School Composition and Theory

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.C.Ia (Proficient) Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3.1.C.IIa (Accomplished) Identify, describe, and apply selected teacher-provided or personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
- MU:Cr3.1.C.IIIa (Advanced) Research, identify, explain, and apply personally-developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.

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

2. When is creative work ready to share?

MU:Cr3.2.C.Ia (Proficient) Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

MU:Cr3.2.C.IIa (Accomplished) Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent.

MU:Cr3.2.C.IIIa (Advanced) 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.Ib (Proficient) Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.

MU:Cr3.2.C.IIb (Accomplished) Describe the selected contexts and performance mediums for presenting personal works, and explain why they successfully impact the final composition and presentation.

MU:Cr3.2.C.IIIb (Advanced) 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.

Music – High School Composition and Theory	
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.C.Ia (Proficient) Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary).</p> <p>MU:Pr4.1.C.IIa (Accomplished) Identify and select specific passages, sections, or movements in musical works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple forms (such as binary, ternary, rondo) or moderately complex forms.</p> <p>MU:Pr4.1.C.IIIa (Advanced) Identify and select specific sections, movements, or entire works that express</p>	<ol style="list-style-type: none"> 1. How do performers select repertoire?

personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.

MU:Pr4.2.C.Ia (Proficient) Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.

MU:Pr4.2.C.IIa (Accomplished) Analyze how the elements of music (including form) of selected works relate to the style, function, and context, and explain the implications for rehearsal and performance.

MU:Pr4.2.C.IIIa (Advanced) 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:Pr4.3.C.Ia (Proficient) Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.

MU:Pr4.3.C.IIa (Accomplished) Develop interpretations of works based on an understanding of the use of elements of music, style, mood, function, and context, explaining and supporting how the interpretive choices reflect the creators' intent.

MU:Pr4.3.C.IIIa (Advanced) Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining

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

3. How do performers interpret musical works?

and justifying how the interpretive choices reflect the creators' intent.

Music – High School Composition and Theory	
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.C.Ia (Proficient) Create rehearsal plans for works, identifying repetition and variation within the form.</p> <p>MU:Pr5.1.C.IIa (Accomplished) Create rehearsal plans for works, identifying the form, repetition and variation within the form, and the style and historical or cultural context of the work.</p> <p>MU:Pr5.1.C.IIIa (Advanced) 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.</p> <p>MU:Pr5.1.C.Ib (Proficient) Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.</p> <p>MU:Pr5.1.C.IIb (Accomplished) Using established criteria and feedback, identify the ways in which</p>	<ol style="list-style-type: none"> 1. How do musicians improve the quality of their performance?

performances convey the formal design, style, and historical/cultural context of the works.

MU:Pr5.1.C.IIIb (Advanced) 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.Ic (Proficient) Identify and implement strategies for improving the technical and expressive aspects of multiple works.

MU:Pr5.1.C.IIc (Accomplished) Identify and implement strategies for improving the technical and expressive aspects of varied works.

MU:Pr5.1.C.IIIc (Advanced) Identify, compare, and implement strategies for improving the technical and expressive aspects of multiple contrasting works.

Music – High School Composition and Theory

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.C.Ia (Proficient) Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.

MU:Pr6.1.C.IIa (Accomplished) Share live or recorded performances of works (both personal and others'), and explain how the elements of music and compositional techniques are used to convey intent.

MU:Pr6.1.C.IIIa (Advanced) 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.Ib (Proficient) Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.

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?

MU:Pr6.1.C.IIb (Accomplished) Explain how compositions are appropriate for both audience and context, and how this will shape future compositions.

MU:Pr6.1.C.IIIb (Advanced) Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.

Music – High School Composition and Theory	
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:Re7.1.C.Ia (Proficient) Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.</p> <p>MU:Re7.1.C.IIa (Accomplished) Apply teacher-provided or personally-developed criteria to select music that expresses personal experiences and interests, moods, visual images, concepts, texts, or storylines in simple or moderately complex forms, and describe and defend the choices as models for composition.</p> <p>MU:Re7.1.C.IIIa (Advanced) Apply researched or personally-developed criteria to select music that expresses personal experiences and interests, visual</p>	<ol style="list-style-type: none"> 1. How do individuals choose music to experience?

images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.

MU:Re7.2.C.Ia (Proficient) Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

MU:Re7.2.C.IIa (Accomplished) Analyze aurally and/or by reading the scores of musical works the elements of music (including form), compositional techniques and procedures, relating them to 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 (Advanced) 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.

2. How do individuals choose music to experience?

Music – High School Composition and Theory	
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.C.Ia (Proficient) Develop and explain interpretations of varied works, demonstrating an understanding of the composers’ intent by citing technical and expressive aspects as well as the style/genre of each work.</p> <p>MU:Re8.1.C.IIa (Accomplished) Develop and support 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.</p> <p>MU:Re8.1.C.IIIa (Advanced) 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),</p>	<ol style="list-style-type: none"> 1. How do we discern the musical creators’ and performers’ expressive intent?

compositional techniques, and the style/genre and context of each work.

Music – High School Composition and Theory	
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	Essential Questions
<i>Students will be able to:</i> MU:Re9.1.C.Ia (Proficient) Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory. MU:Re9.1.C.IIa (Accomplished) Explain the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of music theory as well as compositional techniques and procedures. MU:Re9.1.C.IIIa (Advanced) 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.	1. How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.C.Ib (Proficient) Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.

MU:Re9.1.C.IIb (Accomplished) Describe 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 (Advanced) Describe and evaluate ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.

Music – High School Composition and Theory	
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.C.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.C.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.C.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 Composition and Theory	
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.C.Ia (Proficient) Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Cn11.0.C.IIa (Accomplished) Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Cn11.0.C.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?