CREATING

National Core Music Standards
Adapted for AMERICAN YOUNG VOiCES

Cr1.1	Cr2.1	Cr3.1	Cr3.2
Process Component: *Imagine* – Generate musical ideas for various purposes and contexts. **Anchor Standard #1:** Generate and conceptualize artistic ideas and work. **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? **Performance Indicator:** **a.** Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). **b.** Generate musical ideas and phrases (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, forms (including introductions, transitions, and codas) and simple chord changes that convey expressive intent.	**Process Component:** *Plan and Make* – Select and develop musical ideas for defined purposes and contexts. **Anchor Standard #2:** Organize and develop artistic ideas and work. **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent. **Essential Question:** How do musicians make creative decisions? **Performance Indicator:** **a.** Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. **b.** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.	**Process Component:** *Evaluate and Refine* – Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria. **Anchor Standard #3:** Refine and complete artistic work. **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? **Performance Indicator:** Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback, and explain rationale for changes.	**Process Component:** *Present* - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. **Anchor Standard #3:** Refine and complete artistic work. **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? Performance Indicator: Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

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PERFORMING/PRESENTING/PRODUCING

Pr4.1	Pr4.2	Pr4.3	Pr5.1	Pr6.1
Process Component: *Select* - Select varied musical works to present based on interest, knowledge, technical skill, and context. **Anchor Standard #4:** Select, analyze and interpret artistic work for presentation. **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? **Performance Indicator:** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.	**Process Component:** *Analyze* - Analyze the structure and context of varied musical works and their implications for performance **Anchor Standard #4:** Select, analyze and interpret artistic work for presentation. **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? **Performance Indicator:** **a.** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. **b.** When analyzing selected music, read and perform using standard notation. **c.** Explain how context (such as social, cultural, and historical) informs performances.	**Process Component:** *Interpret* - Develop personal interpretations that consider creators' intent. **Anchor Standard #4:** Select, analyze and interpret artistic work for presentation. **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent. **Essential Question:** How do performers interpret musical works? **Performance Indicator:** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation, style, and phrasing).	**Process Component:** *Rehearse, Evaluate and Refine* - Evaluate and refine personal and ensemble performances, individually or in collaboration with others. **Anchor Standard #5:** Develop and refine artistic techniques and work for presentation. **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? **Performance Indicator:** Apply teacher and student provided and established criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest), and feedback to rehearse, refine, evaluate and determine when the music is ready to perform.	**Process Component:** *Present* - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. **Anchor Standard #6:** Convey meaning through the presentation of artistic work. **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? **Performance Indicator:** **a.** Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent. **b.** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

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National Core Music Standards
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Re7.1	Re7.2	Re8.1	Re9.1
Process Component: *Select* - Choose music appropriate for a specific purpose or context.	**Process Component:** *Analyze* - Analyze how the structure and context of varied musical works inform the response.	**Process Component:** *Interpret* - Support interpretations of musical works that reflect creators'/performers' expressive intent.	**Process Component:** *Evaluate* - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.
Anchor Standard #7: Perceive and analyze artistic work.	**Anchor Standard #7:** Perceive and analyze artistic work.	**Anchor Standard #8:** Interpret intent and meaning in artistic work.	**Anchor Standard #9:** Apply criteria to evaluate artistic work.
Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.	**Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	**Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Essential Question: How do individuals choose music to experience?	**Essential Question:** How does understanding the structure and context of music inform a response?	**Essential Question:** How do we discern the musical creators' and performers' expressive intent?	**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?
Performance Indicator: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	**Performance Indicator:** Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).	**Performance Indicator:** **a.** Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent. **b.** Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.	**Performance Indicator:** Evaluate musical works and performances, applying established, personal, and expressive criteria in the evaluation and explain appropriateness to the context, citing evidence from the elements of music.

National Core Music Standards
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CONNECTING

Cn10.0	Cn11.0
Process Component: *Connect* - Synthesize and relate knowledge and personal experiences to make music.	**Process Component:** *Connect* - Relate musical ideas and works with varied context to deepen understanding.
Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.	**Anchor Standard #11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	**Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?	**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
Performance Indicator: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	**Performance Indicator:** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**Suggested Teaching Aims and Objectives
for AYV Repertoire that Align with the National Core Music Standards**

Aim #1	Vocal Technique/Singing/Diction
Expanded Core Music Standards	**Essential Question(s):** • Why is it important to have proper vocal technique while singing? • How can you identify someone who is singing with proper vocal technique? • How can you identify someone who is singing with poor vocal technique? • How does diction and proper vowel placement influence tone quality? **Understandings – *Students will understand that…*** • Proper vocal technique will translate into vocal health • Utilizing good vocal technique will enhance the quality of singing • Singing with proper diction maintains the integrity of the music • Diction provides a universal tool for communicating through language • Singing with proper diction maintains the integrity of the music and the culture **Knowledge – *Students will know that…*** • Properly formed vowels and clear articulation will lead to more musical singing • Diaphragmatic breathing helps to produce a healthy vocal sound • Blended voices create a more musical sound in an ensemble • What poor vocal habits to avoid • How to recognize good tone quality though listening examples and/or teacher modeling **Skills – *Students will be able to…*** • Sing with properly formed vowels and clear articulation • Produce a healthy sound through good breath support • Blend voices to create a cohesive sound as an ensemble • Sing with vocal stamina and endurance
Supporting Anchor(s)	• **Pr.5.1**
Objective(s	• **Students will sing with healthy vocal technique using proper vowel production, breath support, clear articulation, and blend and balance voice within ensemble** • **Students will sing with healthy vocal technique while modifying vowels and diction, controlling pitch accuracy and using appropriate tone color to create an authentic performance of the selection**

Aim #2	Music Literacy and Score Interpretation
Expanded Core Music Standards	**Essential Question(s):** • How does the application of correct stylistic elements aid in performance? • How does music terminology directly affect performance? • How can tone quality affect the emotional aesthetic in the repertoire? • How can aural skills impact intonation, blend, and balance in performance? **Understandings – _Students will understand that…_** • Knowledge of definitions of musical terms are necessary to interpret the repertoire, and also enhances the musical performance • Tone quality can elicit various emotional responses • Music can be interpreted in a variety of ways **Knowledge – _Students will know that…_** • How to sing with dynamics, articulation, expression, phrasing, tempi, form, etc., as determined by the repertoire **Skills – _Students will be able to…_** • Read a choral score and identify their vocal line and musical symbols throughout • Interpret definitions of musical terms • Sing in unison and two-part harmony
Supporting Anchor(s)	• **Pr4.1** • **Pr4.2** • **Pr4.3** • **Pr5.1** • **Pr6.1**
Objective(s	• **Students will sing in unison and two-part harmony, and identify their vocal line within the choral score** • **Students will identify rhythmic elements relevant to the song, including, but not limited to: rhythmic notation, simple meter, compound meter, time signature, syncopation, swing, meter modulation, multi-measure rest, triplet, pick up note (anacrusis)** • **Students will identify harmonic elements relevant to the song, including, but not limited to: key signature, tonality, modulation, accidentals, non-chord tones (anticipation, escape tone, passing tone, suspension, appoggiatura)** • **Students will define, describe, identify and use music vocabulary relevant to the score, including but not limited to: tempo, phrasing, accent, dynamics, form, verse, bridge, chorus, descant, divisi, repeat sign, first and second endings, coda, dal segno, fermata, solo, vocal percussion, non-lexical vocables, word painting, and expression** • **Students will define the form of the song, and describe repetitions and contrasts**

Aim #3	History, Style, and Performance Practice
Expanded Core Music Standards	**Essential Question(s):** • To what extent does music play a role in culture? **Understandings – _Students will understand that…_** • Different styles of music require different vocal interpretations • The musical context influences musical interpretation **Knowledge – _Students will know that…_** • The cultural context in which the music was composed **Skills – _Students will be able to…_** • Understand the composer's intent based on the text
Supporting Anchor(s)	• **Pr6.1a** • **Re7.1** • **Re7.2** • **Re8.1** • **Re9.1** • **Cn10** • **Cn11**
Objective(s	• **Students will demonstrate choral phrasing and expression that conveys the text of the song, and demonstrate understanding of the composer's intent based on the text** • **Students will demonstrate control of expressive elements to add meaning to the text**

Aim #4	Rehearsal and Performance Technique
Expanded Core Music Standards	**Essential Question(s):** • What is the performer's role? • What makes a good performance? **Understandings – _Students will understand that…_** • The success of an ensemble can be positively or negatively affected by the professionalism of it's members • Every member is accountable and responsible for his/her role in the ensemble **Knowledge – _Students will know that…_** • Rehearsal and concert etiquette • Stage presence • Conductor's gestures **Skills – _Students will be able to…_** • Audiate music • Sing in sectional formations • Perform with appropriate facial and body expression • Respond to conducting patterns, cues, and gestures • Demonstrate proper rehearsal and performance etiquette
Supporting Anchor(s)	• **Pr5.1** • **Pr6.1b**
Objective(s	• **Students will follow conductor's cues, patterns, and gestures** • **Students will perform repertoire in a professional manner for the benefit of the ensemble and the audience** • **Students will interact and cooperate with fellow ensemble members to interpret the music and enhance the performance**

National Core Arts Standards
For Music, Visual Arts, Theatre, Dance, and Media Arts
At-a-Glance

CREATING	PERFORMING/ PRESENTING/ PRODUCING	RESPONDING	CONNECTING
Anchor Standard #1: Generate and conceptualize artistic ideas and work. **Anchor Standard #2:** Organize and develop artistic ideas and work. **Anchor Standard #3:** Refine and complete artistic work.	**Anchor Standard #4:** Analyze, interpret, and select artistic work for presentation. **Anchor Standard #5:** Develop and refine artistic work for presentation. **Anchor Standard #6:** Convey meaning through the presentation of artistic work.	**Anchor Standard #7:** Perceive and analyze artistic work. **Anchor Standard #8:** Interpret intent and meaning in artistic work **Anchor Standard #9:** Apply criteria to evaluate artistic work.	**Anchor Standard #10:** Synthesize and relate knowledge and personal experiences to make art. **Anchor Standard #11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

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