

2015 Arizona Arts Standards

Music: Music Technology High School

These draft Arizona Music Technology standards serve as a framework to guide the development of music technology classes at the high school level. Students who approach music through digital technologies will have to develop many of the skills cited for other instructional approaches with regard to perceiving how the elements of music are manipulated and in gaining facility in the manipulation of those elements. Using digital devices, however, also presupposes that at every stage of their development students are trying these musical learnings to the technologies used. For example, students need to:

Understand how the acoustic structures (amplitude/filter envelopes and harmonic structures/waveforms) of different sounds are manipulated on and by their devices, and know in detail how to manipulate these structures.

Understand how analog waveforms are encoded and manipulated in their devices, and know in detail how to produce manipulations with a musical end in mind.

Know how to use electronic equipment safely (both with a view to caring to valuable equipment and to ensuring personal and class safety)

Understand the importance of protecting personal hearing with the use of electronically reinforced sound

What's new?

Here are some things to look for in these standards:

1. Instead of organizing the standards into 3 big categories - Create, Relate, Evaluate, these draft standards have 4 categories - **Creating, Presenting, Responding and Connecting** . Creating and Presenting are similar to the 2006 category of Create; Responding and Connecting are similar to the 2006 categories of Relate and Evaluate.

2. **The Music Technology Standards are articulated by performance level, similar to our 2006 Band, Orchestra and Choir Standards.** The

3. These Music Technology standards provide standards for the High School level. The three High School levels are Proficient, Accomplished and Advanced. They cover roughly: one year of study (Proficient), 2-4 years of study (Accomplished) and honors or college-entry level of study (Advanced).

4. There are **additional strands of music standards for Performing Ensembles; Harmonizing Instruments; and Music Theory and Composition along with K-8 General Music Standards.**

5. In many performance standards, examples are given in parenthetical "example or e.g." notes. These are in no way prescriptive; they simply provide examples and clarifications.

6. Under the 4 big categories are 11 Anchor Standard Statements, representing the ultimate goals of student study in the arts through the completion of a sequential arts education program. These Anchor Standards are shared across all art forms.

Creating - Conceiving and developing new artistic ideas and work.	Performing - Realizing artistic ideas and work through interpretation and presentation	Responding - Understanding and evaluating how the arts convey meaning	Connecting - Relating artistic ideas and work with personal meaning and external context.
Anchor Standard #1. Generate and conceptualize artistic ideas and work.	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation.	Anchor Standard #7. Perceive and analyze artistic work.	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard #2. Organize and develop artistic ideas and work.	Anchor Standard #5. Develop and refine artistic work for presentation.	Anchor Standard #8. Interpret intent and meaning in artistic work.	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work.	Anchor Standard #9. Apply criteria to evaluate artistic work.	

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Creating

Anchor Standard #1 Generate and conceptualize artistic ideas and work

HS Proficient	HS Accomplished	HS Advanced
Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.	Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations using digital tools and resources.	Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems.

Anchor Standard #2 Organize and develop artistic ideas and work

Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.	Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using tools.	Select, develop, and organize multiple melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence.
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Anchor Standard # 3 Refine and complete artistic work

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.	Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.	Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations.
Share compositions and improvisations that demonstrate an proficient level of musical and technological craftsmanship including the development and organization of musical ideas.	Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship including the development and organization of musical ideas.	Share compositions and improvisations that demonstrate an advanced level of musical and technological craftsmanship including the development and organization of musical ideas.

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Performing

Anchor Standard #4 Select, Analyze and Interpret artistic work for performance

HS Proficient	HS Accomplished	HS Advanced
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.	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 and technological skill.	Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, as well as expressive challenges in the music, and the performer's technical and technological skill.
Describe how context, structural aspects of the music, and digital media/tools inform prepared and improvised performances.	Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.	Examine, evaluate and critique how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances.
Demonstrate how understanding the context, expressive challenges, and use of digital tools in a varied repertoire of music influence prepared or improvised performances.	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.	Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences.

Anchor Standard #5 Develop and refine artistic techniques and work for presentation

HS Proficient	HS Accomplished	HS Advanced
Identify and implement rehearsal strategies to improve the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.	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.	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.

Anchor Standard #6 Convey meaning through the presentation of artistic work

Using digital tools, demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	Using digital tools, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Integrating digital and analog tools, 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 representing diverse cultures, styles, genres, and historical periods.
Demonstrate an understanding of the context of music through prepared and improvised performances.	Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances.	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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Responding

Anchor Standard #7 Perceive and analyze artistic work

HS Proficient	HS Accomplished	HS Advanced
Cite reasons for choosing music based on the use of the elements of music, digital and electronic aspects, and connections to interest or purpose.	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.	Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works.
Explain how knowledge of the structure (repetition, similarities, contrasts), technological aspects, and purpose of the music informs the response.	Explain how an analysis of the structure, context, and technological aspects of the music informs the response.	Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music.

Anchor Standard #8 Interpret intent and meaning in artistic work

Explain an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.	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.	Examine, cite research and multiple sources to support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.
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Anchor Standard #9 Apply criteria to evaluate artistic work

Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.	Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities.	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.
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Connecting

Anchor Standard #10 Synthesize and relate knowledge and personal experiences to make art

HS Proficient	HS Accomplished	HS Advanced
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music created utilizing electronic technology.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music created utilizing electronic technology.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music created utilizing electronic technology.
Apply criteria to select music for specified purposes, supporting choices by citing connections to interest, purpose, and context.	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the specified purpose and context.	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.

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

Explain and analyze how context can inform the expressive intent and meaning of a musical performance.	Analyze how context can inform the expressive intent and meaning of a musical performance.	Justify how context can inform the expressive intent and meaning of a musical performance.
Explain and analyze how music is affected by knowledge outside the arts	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.	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.

GLOSSARY for AZ: Music STANDARDS

Suggested criterion for inclusion: any item mentioned (or implied) in the standards documents for which the meaning may be open-ended and require clarification (e.g., musical concepts) for teachers and/or parents and administrators.

Suggested criterion for exclusion: any item where generally accepted meaning is a given (e.g. lyrics) or where “Googling” results in unambiguous meaning (e.g., audiation).

AB

musical form consisting of two section, A and B, which contrast with each other (binary form).

ABA

musical form consisting of three section, A, B, and A; two are tehj same, and the middle one is different (ternary form).

Artistic literacy

Knowledge and understanding that facilitates engagement in the arts.

Articulation

characteristic way in which musical times are connected, separated, or accented; types of articulation include legato (Smooth, connected tones) and staccato (short, detached tones).

Audience Decorum

Behavior of the audience during performances; different performance practices have different norms and expectations, and as a result, what is appropriate for some contexts may be inappropriate for others

Beat

underlying steady pulse present in most music

Chant

most commonly, the rhythmic recitation of rhymes, or poems without a sung melody; a type of singing, with a simple, unaccompanied melody line and free rhythm.

Chord progression (harmonic sequences)

Series of chords sounding in succession; certain progressions are typical in particular styles of music

Collaboratively-developed criteria

Items for assessing that have been through a process of collective decision-making

Composer

one who creates music compositions.

Compositional devices

Tools used by a composer or arranger to create or organize a composition or arrangement, such as, but not limited to, tonality, sequence, repetition, instrumentation, orchestration, harmonic/melodic structure, style, and form

Compositional procedures and techniques

Ways in which a composer or arranger effects expressive intent, such as, but not limited to, tension and release, augmentation-diminution, sound and silence, motion-stasis, groove, fragmentation, imitation, sequencing, variation, aggregate completion, contour inversion of gestures, and rhythmic phrasing

Concepts (see musical concepts)**Connection**

relationships among artistic ideas, personal meaning, and/or external context.

Context (personal, historical, cultural, social)

All those aspects that influence meaning, understanding, and performance in music, including personal background and experience, historical conditions of time and place, cultural traditions of a musical practice, or social circumstances (e.g., community values and interests).

Creative intent (see also: expressive intent)

Deliberately bringing about or effecting specific feelings, emotions, moods, grooves, thoughts, and ideas through music creation; also: the specific feelings, emotions, moods, grooves, thoughts, and ideas of the composer or arranger that a performer attempts to realize through singing, playing, or movement

Criteria

guidelines used to judge the quality of a student's performance

Demonstrate

Showing understanding through some form of observable behavior, such as physical, verbal, musical, or representational response

Elements of music

Derived from Jerome Bruner’s “structures of the discipline” approach, the belief that music can be understood according to particular common abstractions such as pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation; although widely influential and commonly used, the “elements” should be considered as just one among several ways of conceptualizing music learning and teaching

Ensemble

Group of individuals organized to perform music, including traditional large groups such as bands, orchestras, and choirs, smaller chamber groups, such as duets, trios, and quartets, and emerging ensembles such as guitar, iPad, laptop, mariachi, steel drum or pan, and Taiko drumming (to name a few)

Explore

Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music

Expression

Feelings, emotions, moods, grooves, thoughts, and ideas conveyed through music

Expressive attributes/qualities

Characteristics (or “variables”) that help to distinguish one performance from another, such as the semantic properties of tempo, groove, phrasing, articulation, and so on; expressive attributes are distinguishable from the structural (or syntactic) attributes of music, such as melody, rhythm, form, and so on

Expressive intent

The specific feelings, emotions, moods, grooves, thoughts, and ideas the composer, arranger, or performer seeks to convey

Expressive qualities (see expressive attributes)**Form**

element of music describing the overall organization of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form.

Function

Use for which music is created, performed, or experienced, such as dance, social, recreation, music therapy, video games, advertising, and so on

Fundamentals of music theory

Basic elements of music, their subsets, and how they interact: rhythm and meter; pitch and clefs; intervals; scales, keys and key signatures; triads and seventh chords

Genre

Category of music characterized by a distinctive style, form, and/or content, such as jazz, march, and country

Guidance

Assistance provided temporarily to enable a student to perform a musical task that would be difficult to perform unaided, best implemented in a manner that helps develop that student's capacity to eventually perform the task independently; although guidance is implied by the nature of teaching, "guidance" is included in the standards (e.g., kindergarten and first grade) to make clear that, for developmental reasons, independent functioning for some tasks and behaviors is not always a reasonable expectation

Harmonic sequence (see chord progression)**Harmonizing instruments**

Musical instruments, such as guitars, ukuleles, and keyboards, capable of producing harmonies as well as melodies; often used to provide chordal accompaniments for melodies and songs

Historical periods

In the "classical" (i.e., Western art music) tradition these are historical periods during which music shared common compositional or performance characteristics; historians typically refer to the following: Medieval (ca. 500-ca. 1420), Renaissance (ca. 1420-ca. 1600), Baroque (ca. 1600-ca. 1750), Classical (ca. 1750-ca. 1820), Romantic (ca. 1820-ca. 1900), and 20th Century (ca. 1900-2000)

Iconic notation (see notation)**Improvisation**

Music created and performed spontaneously or "in-the-moment," often within a framework determined by the musical style

Interpret

Determine and demonstrate music's expressive intent and meaning when responding and performing

Intervals

Distance between two tones, names by counting all pitch names involved; harmonic interval occurs when two pitches are sounded simultaneously, and melodic interval when two pitches are sounded successively

Key Signature

Set of sharps or flats at the beginning of the staff, following the clef sign, that indicates the primary pitch set or scale used in the music and provide clues to the resting tone and mode

Lead-sheet notation (see notation)**Lyrics**

Words of a song

Melodic pattern

Grouping, generally brief, of tones or pitches

Melody

Linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music

Monophonic

Musical texture consisting of a single, unaccompanied melodic line

Motif/motive

Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element

Movement

Act of moving in nonlocomotor (such as clapping and finger snapping) and locomotor (such as walking and running) patterns to represent, respond to, and interpret musical sounds

Music literacy

Knowledge and understanding required to participate authentically in the discipline of music by independently carrying out the artistic processes of creating, performing, and responding

Musical concepts

Understandings or generalized ideas in and about music that are formed after learners make connections and determine relationships among ideas

Musical idea

A coherent, recognizable or identifiable musical event, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece

Musical work

Piece of music preserved as a notated copy or sound recording or passed through oral tradition

Music theory

Study of how music is composed and performed; analysis of the elements of music and the framework for understanding musical works

Notation

Visual representation of musical sounds. Common examples include:

Staff notation (sometimes referred to as standard or traditional)

System for visually representing musical sound on a five-line music staff employing specific proportional note values/rests (e.g., eighth notes, quarter notes, half notes), usually with a “clef” to indicate register, a “key signature” to indicate tonality, and a “time signature” to indicate meter

Tablature

System of graphic notation, commonly used for fretted stringed instruments, in which a diagram visually represents both the fret board and finger placement

Iconic notation

Representation of sound and its treatment using lines, drawings, pictures

Lead-sheet notation

Usually a version of staff notation containing a single-line melody together with chord symbols representing the accompanying harmony; lead sheets are usually interpreted by performers in accordance with stylistic norms and performance practices

Open-ended assessment

Assessment that allows students to demonstrate the learning of a particular outcome in a variety of ways, such as demonstrating understanding of rhythmic notation by moving, singing, or chanting

Performance decorum

Aspects of contextually-dependent behavior, conduct, and appearance during a musical performance, such as stage presence, etiquette, and appropriate attire

Performance practice

Performance and presentation that reflects established norms for the style and social, cultural, and historical contexts

Personally-developed criteria

Items for assessing achievement levels that have been individually generated

Phrase

Musical segment with a clear beginning and ending, comparable to a simple sentence or clause in written text

Phrasing

Performance of a musical phrase that uses expressive qualities such as dynamics, tempo, articulation, and timbre to convey a thought, mood, or feeling

Pitch

Identification of a tone or note with respect to highness or lowness (i.e., frequency)

Repertoire

Body or set of musical works that can be performed

Respond

Understand and evaluate how the arts convey meaning

Rhythm

Duration or length of sounds and silences that occur in music; organization of sounds and silences in time

Rubric

Pre-established, ordered (i.e., hierarchical) set of descriptive criteria for evaluating student work

Scale

Pattern of pitches arranged in ascending or descending order and identified by their specific arrangement of whole and half steps

Score

Written notation of an entire music composition

Sight-reading

First attempt to perform a notated musical work

Stage presence

Performer's ability to convey music content to a live audience through traits such as personal knowledge of the repertoire, exhibited confidence, decorum, eye contact and facial expression

Standard notation (see notation)**Style**

Label for music possessing distinguishing characteristics and/or performance practices; often associated with or reflective of function, historical period or cultural context

Tablature (see notation)**Texture**

Manner in which the harmonic (vertical) and melodic (horizontal) elements are combined to create layers of sound

Theme and variations

Musical form in which a melody is presented and then followed by two or more sections presenting variations of that melody

Timbre

Tone color or tone quality that distinguishes one sound source, instrument, or voice from another

Traditional notation (see notation)**Venue**

Physical setting in which a musical event takes place

Vocalizations

Vocal exercises that include no text and are sung to one or more vowels