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| **Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation** | | | | | |
| **Process Component 1: Select – Select varied musical work to present based on interest, knowledge, and technical skill, and context** | | | | | |
| **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? | | |
| **Blooms:** | | | **Cross Curricular Connections:** | | |
| **Student Learning Outcomes** | **Essential Skills & Knowledge** | **Teaching Strategies** | | **Assessment** | **Resources** |
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| **Process Component 2: Analyze – Analyze the structure and context of varied musical works and their implications for performance** | | | | | |
| **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? | | |
| **Blooms:** | | | **Cross Curricular Connections:** | | |
| **Student Learning Outcomes** | **Essential Skills & Knowledge** | **Teaching Strategies** | | **Assessment** | **Resources** |
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| **Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation** | | | | | |
| **Process Component 3: Interpret – Develop personal interpretations that consider creators’ intent** | | | | | |
| **Enduring Understanding**: Performers make interpretive decision based on their understanding of context and expressive intent. | | | **Essential Question**: How do performers interpret musical works? | | |
| **Blooms:** | | | **Cross Curricular Connections:** | | |
| **Student Learning Outcomes** | **Essential Skills & Knowledge** | **Teaching Strategies** | | **Assessment** | **Resources** |
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| **Process Component 4: Rehearse, Evaluate, and Refine – Evaluate and refine personal and ensemble performances, individually or in collaboration with others.** | | | | | |
| **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? | | |
| **Blooms:** | | | **Cross Curricular Connections:** | | |
| **Student Learning Outcomes** | **Essential Skills & Knowledge** | **Teaching Strategies** | | **Assessment** | **Resources** |
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| **Standard 2: Performing – Realizing artistic ideas and work through interpretation and presentation** | | | | | |
| **Process Component 5: Present – Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.** | | | | | |
| **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? | | |
| **Blooms:** | | | **Cross Curricular Connections:** | | |
| **Student Learning Outcomes** | **Essential Skills & Knowledge** | **Teaching Strategies** | | **Assessment** | **Resources** |
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