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| **Standard 3: Responding – Understanding and evaluating how the arts convey meaning.** | | | | | | |
| **Process Component 1: Select – Choose music appropriate for a specific purpose or context.** | | | | | | |
| **Enduring Understanding**: Individuals’ selection of musical works is influenced by their interests, experiences, understandings, and purposes. | | | | **Essential Question**: How do individuals choose music to experience? | | |
| **Learning Targets** | | **Essential Skills & Knowledge** | | | **Assessment** | |
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| **Process Component 2: Analyze – Analyze how the structure and context of varied musical works inform the response.** | | | | | | |
| **Enduring Understanding**: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. | | | | **Essential Question**: How does understanding the structure and context of music inform a response? | | |
| **Learning Targets** | | | **Essential Skills & Knowledge** | | | **Assessment** |
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| **Standard 3: Responding – Understanding and evaluating how the arts convey meaning.** | | | | | | |
| **Process Component 3: Interpret – Support interpretations of musical works that reflect creators’/performers’ expressive intent.** | | | | | | |
| **Enduring Understanding**: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. | | | | **Essential Question**: How do we discern the musical creators’ and performers’ expressive intent? | | |
| **Learning Targets** | **Essential Skills & Knowledge** | | | | **Assessment** | |
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| **Process Component 4: Evaluate – Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.** | | | | | | |
| **Enduring Understanding**: The personal evaluation of musical work(s) and performance (s) is informed by analysis, interpretation, and established criteria. | | | | **Essential Question**: How do we judge the quality of musical work(s) and performance(s)? | | |
| **Learning Targets** | **Essential Skills & Knowledge** | | | | **Assessment** | |
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