

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

[Creative Thinking](#)
[Producing/Performing](#)
[Responding](#)
[Connecting](#)

Strand: CREATIVE THINKING

Grade	Learning Outcomes Students will be able to...	Benchmarks Evidence will be shown by... Benchmarks Evidence will be shown by... (taken/adapted from HS Proficient Benchmarks in NAEA)
12	.Demonstrate creative thinking skills through exploration, control and development of musical elements (SLC, HL) (composing: exploring form and layering of musical elements; performing: performing with a personal interpretation and controlling the instrument/voice to showcase a variety of styles and/or genres)	Creating Component: <ul style="list-style-type: none"> · Re-arranging a piece of music to change the style whilst recognisable to the original piece. · Composing several mini-pieces using different approaches for each. · Composing/Arranging 2 full pieces SL and 3 pieces HL for the portfolio.
11	Same as G12	Same as G12
10	Demonstrate the exploration of ideas to shape artistic intention through to a point of realization. demonstrate a range and depth of creative-thinking behaviours. develop a feasible, clear, imaginative and coherent artistic intention.	How the elements of music are put together to create the characteristics of genre. To understand the process of creating a song through the development of words and music. Set out an artistic intention and explain the process to reach the intention and the creative decisions that took place along the way. Keep a process journal of the development of

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>a musical creation.</p> <p>Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release , unity and variety, balance, and convey expressive intent</p> <p>Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent</p> <p>Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release , and balance to convey expressive intent.</p> <p>Document and present the development three different musical skills when creating a composition, or song. Showing how the skills have been applied throughout the compositional process, that there is improvement from the beginning through to the end of the process.</p>
9	<p>demonstrate the exploration of ideas to shape artistic intention through to a point of realization.</p> <p>demonstrate a range and depth of creative-thinking behaviours.</p> <p>develop a feasible, clear, imaginative and coherent artistic intention.</p>	<p>To make creative decisions when composing a piece of music.</p> <p>Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

	Describe the use of music in the media (Movies, TV)	Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
8	<p>Outline a clear and feasible artistic intention</p> <p>Outline alternative, perspectives and imaginative solutions</p> <p>Demonstrate the exploration of ideas through the developmental process to a point of realisation</p>	<p>Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent</p> <p>Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release , unity and variety, balance, and convey expressive intent</p> <p>Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.</p> <p>Describe the rationale for refining works by explaining the choices, based on evaluation criteria.</p> <p>Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release , and balance to convey expressive intent.</p>
7	Outline a clear and feasible artistic intention	Generate rhythmic, melodic, and harmonic phrases and variations over harmonic

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

	<p>Outline alternative, perspectives and imaginative solutions</p> <p>Demonstrate the exploration of ideas through the developmental process to a point of realisation</p>	<p>accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</p> <p>Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style , form , and use of sound sources.</p> <p>Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).</p> <p>Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.</p>
6	<p>Identify an artistic intention</p> <p>Identify alternatives and perspectives</p> <p>Demonstrate the exploration of ideas</p>	<p>Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two chord harmonic musical ideas.</p> <p>Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.</p> <p>Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.</p> <p>Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p>
5	<p>Modify their practices and/or compositions based on audiences' responses.</p> <p>Create music that will be continually refined after being shared with others.</p>	<p>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).</p> <p>Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.</p> <p>Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.</p> <p>Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and twochord harmonic musical ideas.</p> <p>Evaluate, refine, and document revisions to personal music, applying teacher-provided</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>and collaboratively developed criteria and feedback, and explain rationale for changes.</p> <p>Present the final version of personal created music to others that demonstrates craftsmanship , and explain connection to expressive intent.</p>
4	<p>Describe the process used to create their own music and compare it with others, in order to improve their compositions.</p> <p>Create a musical composition expressing their own ideas and feelings on a social issue.</p> <p>Create and record a composition focussing on form, structure and style to give more meaning to their message</p> <p>Express themselves as individuals through musical composition.</p>	<p>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural)</p> <p>Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters</p> <p>Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.</p> <p>Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.</p> <p>Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively developed criteria and feedback to show improvement over time.</p> <p>Present the final version of personal created music to others, and explain connection to expressive intent.</p>
3	<p>Describe the process used to create their own music and compare it with others, in order to improve their compositions.</p>	<p>Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

	<p>Describe the process used to create their own music and compare it with others, in order to improve their compositions.</p> <p>Create a musical composition expressing their own ideas and feelings on a social issue.</p> <p>Create and record a composition focussing on form, structure and style to give more meaning to their message</p> <p>Express themselves as individuals through musical composition.</p>	<p>Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p> <p>Demonstrate selected musical ideas for a simple improvisation or composition to express intent , and describe connection to a specific purpose and context .</p> <p>Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.</p> <p>Evaluate, refine , and document revisions to personal musical ideas, applying teacher provided and collaboratively developed criteria and feedback.</p> <p>Present the final version of personal created music to others, and describe connection to expressive intent .</p>
2	<p>Create musical compositions to match the mood of a visual image (e.g. painting + photographs)</p> <p>Explore individually or collectively a musical response to a narrated story</p> <p>Record and share the stages of the creation of a composition.</p> <p>Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings.</p> <p>Create a soundscape based on personal experiences.</p> <p>Create music for different purposes.</p>	<p>Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p> <p>Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).</p> <p>Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.</p> <p>Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</p> <p>Interpret and apply personal, peer, and teacher feedback to revise personal music</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p>
1	<p>Create musical compositions to match the mood of a visual image (e.g. painting + photographs)</p> <p>Explore individually or collectively a musical response to a narrated story</p> <p>Record and share the stages of the creation of a composition.</p> <p>Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings.</p> <p>Create a soundscape based on personal experiences.</p> <p>Create music for different purposes.</p>	<p>With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose .</p> <p>With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).</p> <p>With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent .</p> <p>With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas</p> <p>With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.</p> <p>With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p>
k2	<p>Distinguish the sounds of different instruments in music.</p> <p>Explore sound as a means of expressing imaginative ideas</p>	<p>With guidance, explore and experience music concepts (such as beat and melodic contour).</p> <p>With guidance, generate musical ideas (such as movements or motives).</p> <p>With guidance, demonstrate and choose favorite musical ideas.</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>With guidance, organize personal musical ideas using iconic notation and/or recording technology.</p> <p>With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.</p> <p>With guidance, demonstrate a final version of personal musical ideas to peers.</p>
k1	<p>Distinguish the sounds of different instruments in music.</p> <p>Explore sound as a means of expressing imaginative ideas</p>	<p>With substantial guidance, explore and experience a variety of music</p> <p>With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments)</p> <p>With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.</p> <p>With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.</p>

Strand: PRODUCING/PERFORMING

Grade	Learning Outcomes Students will be able to...	Benchmarks Evidence will be shown by...
12	. Demonstrate performance skills through solo music making (SLS, HL) or group music making (SLG)	· Demonstrating a range of technical skills specific to the instrument/voice of the students and relating to the skills needed to perform the chosen repertoire.

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<ul style="list-style-type: none"> · Performing 4-5 pieces in a live setting using a variety of styles, genres and/or skills 15 minutes total for SL and 20 minutes for HL.
11	Same as G12	Same as G12
10	<p>Demonstrate the acquisition and development of the skills and techniques of the styles studied</p> <p>Demonstrate the application of skills and techniques to create, present and/or perform music.</p> <p>Produce melodic patterns in the same style as explored.</p> <p>Perform complex rhythmic variations and developed melodic embellishments on familiar melodies.</p>	<p>Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or-more -chord accompaniments in a variety of patterns (such as arpeggio, strumming, finger picking PIMA patterns).</p> <p>Demonstrate, document and apply the development of three different musical skills when performing. Show how the skills are applicable to musical development of the piece or song.</p> <p>Work as part of an ensemble to create a piece of music played in parts and to perform an individual part as a group.</p> <p>Perform a solo piece of music as an individual in a live music setting.</p>
9	<p>Demonstrate the acquisition and development of the skills and techniques of the musical style studied.</p> <p>Demonstrate the application of skills and techniques to create, present and/or perform art.</p> <p>Producing imaginative melodic patterns</p> <p>Perform rhythmic variations and simple melodic embellishments on familiar melodies</p>	<p>Demonstrate, document and apply the development of a musical skills when performing. Show how the skills are applicable to musical development of the piece or song.</p> <p>Work as part of an ensemble to create a piece of music played in parts and to perform an individual part as a group.</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

<p>8</p>	<p>Demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>Demonstrate the application of skills and techniques to create, present and/or perform art.</p>	<p>Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.</p> <p>Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</p> <p>When analyzing selected music, sightread in treble or bass clef simple rhythmic, melodic, and/or harmonic notation</p> <p>Identify how cultural and historical context inform performances and result in different musical effects.</p> <p>Identify how cultural and historical context inform performances and result in different musical effects.</p> <p>Identify how cultural and historical context inform performances and result in different musical effects.</p>
<p>7</p>	<p>Demonstrate the acquisition and development of the skills and techniques of the art form studied.</p> <p>Demonstrate the application of skills and techniques to create, present and/or perform art.</p>	<p>Identify how cultural and historical context inform performances and result in different musical effects.</p> <p>Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.</p> <p>When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo , and form .</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>Identify how cultural and historical context inform performances and result in different music interpretations.</p> <p>Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.</p>
6	<p>Demonstrate the acquisition and development of the skills and techniques of the art form studied.</p> <p>Demonstrate the application of skills and techniques to create, present and/or perform art.</p>	<p>Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.</p> <p>Explain how understanding the structure and the elements of music are used in music selected for performance.</p> <p>When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</p> <p>Identify how cultural and historical context inform performances.</p> <p>Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.</p>
<p>5</p>	<p>Sing individually and in harmony</p> <p>Modify their practices and/or compositions based on the audiences' responses.</p> <p>Present, in small groups innovative musical performances on a selected issue</p> <p>Read and write music in traditional and/or non-traditional notation</p>	<p>Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance</p> <p>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.</p> <p>When analyzing selected music, read and perform using standard notation.</p> <p>Explain how context (such as social, cultural, and historical) informs performances.</p> <p>Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style)</p> <p>Apply teacher provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p>Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p> <p>Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style .</p>
<p>4</p>	<p>Sing with accuracy and control focusing awareness on the musical elements.</p> <p>Sing partner songs</p> <p>Create and perform a movement sequence using known musical elements</p> <p>Improvise upon a basic pattern to reinforce the importance of the individual within the group</p> <p>Read and write music using non-traditional notation.</p>	<p>Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill .</p> <p>Demonstrate understanding of the structure and the elements of music (such as rhythm , pitch , and form) in music selected for performance.</p> <p>When analyzing selected music, read and perform using iconic and/or standard notation.</p> <p>Explain how context (such as social and cultural) informs a performance.</p> <p>Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre) .</p> <p>Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.</p> <p>Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.</p> <p>Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.</p> <p>Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre .</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

3	<p>Sing with accuracy and control focusing awareness on the musical elements.</p> <p>Sing partner songs</p> <p>Create and perform a movement sequence accompanied by music that they have created.</p> <p>Create and perform a movement sequence using known musical elements</p> <p>Improvise upon a basic pattern to reinforce the importance of the individual within the group</p> <p>Read and write music using non-traditional notation.</p>	<p>Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.</p> <p>Demonstrate understanding of the structure in music selected for performance.</p> <p>When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p> <p>Describe how context (such as personal and social) can inform a performance.</p> <p>Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).</p> <p>Apply teacher provided and collaboratively developed criteria and feedback to evaluate accuracy of ensemble performances.</p> <p>Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.</p> <p>Perform music with expression and technical accuracy. a Perform music, alone or with others, with expression and technical accuracy.</p> <p>Demonstrate performance decorum and audience etiquette appropriate for the context and venue</p>
2	Sing individually and in unison	Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

	<p>Express one or more moods/feelings in a musical composition</p> <p>Read, write and perform simple musical patterns and phrases.</p>	<p>Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance</p> <p>When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation</p> <p>Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent .</p> <p>Perform music for a specific purpose with expression and technical accuracy .</p> <p>Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.</p> <p>Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.</p> <p>Perform appropriately for the audience and purpose</p>
<p>1</p>	<p>Sing individually and in unison</p> <p>Express one or more moods/feelings in a musical composition</p> <p>Read, write and perform simple musical patterns and phrases.</p>	<p>With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.</p> <p>With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p> <p>When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>Demonstrate and describe music’s expressive qualities (such as dynamics and tempo).</p> <p>With limited guidance, apply personal, teacher, and peer feedback to refine performances</p> <p>With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music</p> <p>With limited guidance, perform music for a specific purpose with expression.</p> <p>Perform appropriately for the audience and purpose .</p>
k2	<p>Use voice to imitate sounds and learn songs</p> <p>Move their bodies to express the mood of the music.</p> <p>Explore body and untuned percussion instrument sounds.</p> <p>Use vocal sounds, rhythms and instruments to express feelings and ideas.</p> <p>Create and accompany music using a variety of sounds and instruments</p> <p>Play untuned percussion instruments in time with a beat</p> <p>Use the voice and body to create musical patterns</p> <p>Participate in performing and creating music both individually and collaboratively.</p>	<p>With guidance, demonstrate and state personal interest in varied musical selections</p> <p>With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance</p> <p>With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators’ expressive intent.</p> <p>With guidance, apply personal, teacher, and peer feedback to refine performances.</p> <p>With guidance , use suggested strategies in rehearsal to improve the expressive qualities of music.</p> <p>With guidance, perform music with expression.</p> <p>Perform appropriately for the audience.</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

	<p>Record their personal, visual interpretation of elements of sound (e.g. loud/soft/high/low/fast/slow)</p> <p>Create their own basic musical instruments</p>	
k1	<p>Use voice to imitate sounds and learn songs</p> <p>Move their bodies to express the mood of the music.</p> <p>Explore body and untuned percussion instrument sounds.</p> <p>Use vocal sounds, rhythms and instruments to express feelings and ideas.</p> <p>Create and accompany music using a variety of sounds and instruments</p> <p>Play untuned percussion instruments in time with a beat</p> <p>Use the voice and body to create musical patterns</p> <p>Participate in performing and creating music both individually and collaboratively.</p> <p>Record their personal, visual interpretation of elements of sound (e.g. loud/soft/high/low/fast/slow)</p> <p>Create their own basic musical instruments</p>	<p>With substantial guidance, demonstrate and state preference for varied musical selections.</p> <p>With substantial guidance, explore and demonstrate awareness of musical contrasts.</p> <p>With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo)</p> <p>With substantial guidance, practice and demonstrate what they like about their own performances</p> <p>With substantial guidance, apply personal, peer, and teacher feedback to refine performances</p> <p>With substantial guidance, perform music with expression.</p>

Strand: RESPONDING

Grade	<p>Learning Outcomes</p> <p>Students will be able to...</p>	<p>Benchmarks</p> <p>Evidence will be shown by...</p> <p>Benchmarks</p>
-------	---	---

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		Evidence will be shown by... (taken/adapted from HS Proficient Benchmarks in NAEA)
12	<ul style="list-style-type: none"> · Demonstrate critical-thinking skills through reflective thought. · Use appropriate musical terminology to describe and reflect their critical understanding of music. · Demonstrate knowledge, understanding and perception of music in relation to the context including but not exclusive to time, place and cultures. 	<p>Understanding of the musical elements including analyzing scores, thematic identification, understanding of form and structure, harmony, tonality, texture, instrument identification, melodic thematic ideas, and dynamics</p> <p>Understanding of the context of the music, the historical, political and cultural aspects of the music.</p>
11	Same as G12	Same as G12
10	<p>Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology.</p> <p>Create an artistic response that intends to reflect or impact on the world around them.</p> <p>Critique the artwork of self and others.</p>	<p>Evaluate their own work by comparing to the assessment criteria marking out areas which went well and what needs to be done to improve.</p> <p>Be able to perform an analysis of the musical elements such as DR SMITH displaying knowledge but not exclusive to Dynamic, Rhythm, Structure, Melody, Instrumentation, Texture, Timbre and Harmony.</p> <p>To use correct musical terminology when describing a piece of music.</p> <p>Understand, recognise and describe different musical structures.</p>
9	Demonstrate knowledge and understanding of the music studied, including concepts,	Be able to perform a simplified analysis of the musical elements such as DR SMITH

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

	<p>processes, and the use of subject-specific terminology.</p> <p>Create an artistic response that intends to reflect or impact on the world around them.</p> <p>Critique the artwork of self and others.</p>	<p>displaying knowledge but not exclusive to Dynamic, Rhythm, Structure, Melody, Instrumentation, Texture, Timbre and Harmony.</p> <p>To use some musical terminology when describing a piece of music.</p>
8	<p>Demonstrate knowledge and understanding of the music studied, including concepts, processes, and the use of appropriate language</p> <p>Create an artistic response inspired by the world around them</p> <p>Evaluate the artwork of self and others</p>	<p>Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.</p> <p>Compare how the elements of music and expressive qualities relate to the structure within programs of music.</p> <p>Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>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.</p> <p>Apply appropriate personally developed criteria to evaluate musical works or performances</p>
7	<p>Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>Create an artistic response inspired by the world around them</p> <p>Evaluate the artwork of self and others</p>	<p>Select or choose contrasting music to listen to and compare the connections to specific interests or experiences for a specific purpose.</p> <p>Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p> <p>Describe a personal interpretation of contrasting works and explain how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.</p> <p>Select from teacher-provided criteria to evaluate musical works or performances.</p>
6	<p>Demonstrate awareness of the art form studied, including the use of appropriate language</p> <p>Recognise that the world contains inspiration or influence for art</p> <p>Evaluate certain elements or principles of artwork</p>	<p>Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p> <p>Describe how the elements of music and expressive qualities relate to the structure of the pieces.</p> <p>Identify the context of music from a variety of genres, cultures, and historical periods.</p> <p>Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.</p> <p>Apply teacher provided criteria to evaluate musical works or performances.</p>
5	<p>Interpret and explain the cultural and/or historical perspectives of a musical composition</p> <p>Explore different artistic presentations that are/ were innovative and their implications.</p>	<p>Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts</p> <p>Demonstrate and explain, citing evidence , how responses to music are informed by the structure, the use of the elements of music,</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

	<p>Incorporate the other arts and available resources in order to broaden their creative expression</p>	<p>and context (such as social, cultural, and historical).</p> <p>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.</p> <p>Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music .</p>
4	<p>Discuss music that relates to social issues and/or values.</p> <p>Share and compare their experiences as audience members at various performances.</p> <p>Analyse different compositions describing how the musical elements enhance the message.</p> <p>Deliver a musical message to different audiences (e.g. peace to parents/kindergarten or friends)</p>	<p>Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).</p> <p>Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.</p> <p>Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.</p>
3	<p>Discuss music that relates to social issues and/or values.</p> <p>Share and compare their experiences as audience members at various performances.</p> <p>Analyse different compositions describing how the musical elements enhance the message.</p>	<p>Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p> <p>Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social).</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

	<p>Deliver a musical message to different audiences (e.g. peace to parents/kindergarten or friends)</p>	<p>Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent .</p> <p>Evaluate musical works and performances, applying established criteria , and describe appropriateness to the context .</p>
2	<p>Express their responses to music from different cultures and styles.</p> <p>Reflect on and communicate their reactions to music using musical vocabulary.</p> <p>Share performances with each other and give constructive criticism.</p>	<p>Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes</p> <p>Describe how specific music concepts are used to support a specific purpose in music.</p> <p>Demonstrate knowledge of music concepts and how they support creators' / performers' expressive intent.</p> <p>Apply personal and expressive preferences in the evaluation of music for specific purposes.</p>
1	<p>Express their responses to music from different cultures and styles.</p> <p>Reflect on and communicate their reactions to music using musical vocabulary.</p> <p>Share performances with each other and give constructive criticism.</p>	<p>With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p> <p>With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose .</p> <p>With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators' / performers' expressive intent.</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.
k2	<p>Describe the differences in music</p> <p>Describe how music makes them feel</p> <p>Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)</p> <p>Recognise different sources of music in daily life.</p> <p>Recognise that sound can be notated in a variety of ways.</p> <p>Recreate sounds from familiar experiences</p>	<p>With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.</p> <p>With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p> <p>With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive intent</p> <p>With guidance, apply personal and expressive preferences in the evaluation of music.</p>
k1	<p>Describe the differences in music</p> <p>Describe how music makes them feel</p> <p>Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion)</p> <p>Recognise different sources of music in daily life</p> <p>Recognise that sound can be notated in a variety of ways.</p> <p>Recreate sounds from familiar experiences</p>	<p>With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.</p> <p>With substantial guidance, explore musical contrasts in music</p> <p>With substantial guidance, explore music’s expressive qualities (such as dynamics and tempo).</p> <p>With substantial guidance, talk about personal and expressive preferences in music.</p>

Strand: CONNECTING

Grade	Learning Outcomes Students will be able to...	Benchmarks Evidence will be shown by...
-------	--	--

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		Benchmarks Evidence will be shown by... (taken/adapted from HS Proficient Benchmarks in NAEA)
12	<ul style="list-style-type: none"> · Demonstrate knowledge, understanding and perception of music in relation to the context including but not exclusive to time, place and cultures. · Apply comparative analysis of music from different cultures in relation to the context, structure and the musical elements. 	Be able to analyse and describe the elements of musical of music in set works. To reference a musical score. To be able to make musical links between different musical cultures.
11	Same as G12	Same as G12
10	Demonstrate understanding of the art form in original and displaced contexts. Construct meaning and transfer learning to new settings. Use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	Demonstrate and understand how the work relates to the global context drawing understanding and meaning to how the work relates personally, locally and to a global viewpoint. Demonstrate and understand how music has had an impact on social, political, cultural aspects, providing examples and hypothesis to what extent the lasting impact of the music has been over time and how it relates to here and now.
9	Demonstrate understanding of the art form in original and displaced contexts Construct meaning and transfer learning to new settings. Use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.	Demonstrate and understand how the work relates to the global context drawing understanding and meaning to how the work relates personally, locally and to a global viewpoint. Demonstrate and understand the impact music has had over time. Its possible impacts that it has had socially, culturally and politically.

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

8	<p>Demonstrate knowledge of the role of the art form in original and displaced contexts</p> <p>Outline connections and transfer learning to new settings</p> <p>Use acquired knowledge to inform their artwork</p>	<p>Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release , unity and variety, and balance, and convey expressive intent.</p> <p>Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release , and balance to convey expressive intent.</p> <p>Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and explain expressive qualities, technical challenges, and reasons for choices.</p> <p>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).</p> <p>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).</p> <p>Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.</p>
---	--	--

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>Identify how cultural and historical context inform performance and results in different musical effects.</p> <p>Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style .</p> <p>Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> <p>Apply appropriate personally developed criteria to evaluate musical works or performances.</p>
7	<p>Demonstrate knowledge of the role of the art form in original and displaced contexts</p> <p>Outline connections and transfer learning to new settings</p> <p>Use acquired knowledge to inform their artwork</p>	<p>Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety , and convey expressive intent.</p> <p>Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.</p> <p>Perform contrasting pieces of music demonstrating their personal interpretations of the elements of music and expressive</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>Select or choose contrasting music to listen to and compare the connection to specific interests or experiences for a specific purpose.</p> <p>Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.</p> <p>Identify how cultural and historical context inform performance and results in different music interpretations.</p> <p>Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context .</p> <p>Identify and compare the context of music from a variety of genres, cultures, and historical periods.</p> <p>Select from teacher-provided criteria to evaluate musical works or performances.</p>
6	<p>Demonstrate an awareness of the relationship between the art form studied and its context</p> <p>Demonstrate awareness of the links between the knowledge acquired and the artwork created</p> <p>Identify connections between art forms, art and context, or art and prior learning</p>	<p>Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.</p> <p>Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>an effective beginning, middle, and ending, and convey expressive intent.</p> <p>Apply teacher provided criteria for selecting music to perform for a specific purpose and/or context and explain why each was chosen.</p> <p>Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.</p> <p>Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p> <p>Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.</p> <p>Identify how cultural and historical context inform the performances.</p> <p>Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.</p> <p>Identify the context of music from a variety of genres, cultures, and historical periods.</p> <p>Apply teacher-provided criteria to evaluate musical works or performances.</p>
5	Explain the role and relevance of music in their own culture , its uses and associations through place and time.	Demonstrate selected and developed musical ideas for improvisations, arrangements, or

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>compositions to express intent, and explain connection to purpose and context.</p> <p>Present the final version of created music for others that demonstrates craftsmanship , and explain connection to expressive intent</p> <p>Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, as well as their personal and others' technical skill .</p> <p>Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style) .</p> <p>Demonstrate and explain, citing evidence, how selected music connects to, and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical) .</p> <p>Explain how context (such as social, cultural, and historical) informs performances.</p> <p>Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style .</p> <p>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) .</p> <p>Evaluate musical works and performances, applying established criteria, and explain</p>
--	--	--

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>appropriateness to the context, citing evidence from the elements of music .</p>
<p>4</p>	<p>Compare aspects of music from different times and places.</p> <p>Reflect upon how their music expresses their personal voice and the impact it has on others.</p>	<p>Demonstrate selected and organized musical ideas for an improvisation, arrangement , or composition to express intent, and explain connection to purpose and context.</p> <p>Present the final version of created music for others, and explain connection to expressive intent.</p> <p>Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill .</p> <p>Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre) .</p> <p>Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.</p> <p>Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural) .</p> <p>Explain how context (such as social and cultural) informs a performance.</p> <p>Demonstrate performance decorum and audience etiquette appropriate for the context, venue, and genre .</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).</p> <p>Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.</p>
3	<p>Compare aspects of music from different times and places.</p> <p>Reflect upon how their music expresses their personal voice and the impact it has on others.</p>	<p>Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context .</p> <p>Present the final version of created music for others, and describe connection to expressive intent.</p> <p>Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose , and context .</p> <p>Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).</p> <p>Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.</p> <p>Improvise rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).</p> <p>Describe how context (such as personal and social) can inform a performance.</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>Demonstrate performance decorum and audience etiquette appropriate for the context and venue.</p> <p>Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social).</p> <p>Evaluate musical works and performances, applying established criteria , and describe appropriateness to the context .</p>
2	Recognise music from a basic range of cultures and styles .	<p>Demonstrate and explain personal reasons for selecting patterns and ideas for their music that represent expressive intent.</p> <p>Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p> <p>Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent .</p> <p>Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p> <p>Improvise rhythmic and melodic patterns and musical ideas for a specific purpose.</p> <p>Demonstrate knowledge of music concepts (such as tonality and meter) in music from a variety of cultures selected for performance.</p> <p>Perform music for a specific purpose with expression and technical accuracy .</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>Describe how specific music concepts are used to support a specific purpose in music.</p> <p>Apply personal and expressive preferences in the evaluation of music for specific purposes.</p>
1	Recognise music from a basic range of cultures and styles .	<p>With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.</p> <p>With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p> <p>Demonstrate and describe music’s expressive qualities (such as dynamics and tempo).</p> <p>With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.</p> <p>With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose .</p> <p>With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.</p> <p>With limited guidance, perform music for a specific purpose with expression.</p> <p>With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) is used in various styles of music for a purpose .</p>

MUSIC
OUTCOMES AND BENCHMARKS (NEW)

		<p>With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</p>
k2	<p>Bring music from home to share</p> <p>Listen to music and create their own work in response.</p>	<p>With guidance, demonstrate a final version of personal musical ideas to peers.</p> <p>With guidance, demonstrate and state personal interest in varied musical selections.</p> <p>With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.</p> <p>With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance .</p> <p>With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</p> <p>With guidance, apply personal and expressive preferences in the evaluation of music .</p>
k1	<p>Bring music from home to share</p> <p>Listen to music and create their own work in response.</p>	<p>With substantial guidance, explore and demonstrate awareness of musical contrasts.</p> <p>With substantial guidance, explore musical contrasts in music.</p> <p>With substantial guidance, talk about their personal and expressive preferences in music.</p>