

Performing Arts				
Links to Gradations of Learning & KUD’s				
	Disciplinary Skills Students working in the Performing Arts GP progression develop the reasoning skills of:			
Exceeding				
9-12				
College and Career Ready				
	Create: Organize, Develop, and Complete	Present: Convey Meaning Through Presentation	Respond: Perceive and Analyze	Connect: Synthesize and Relate
9-12	PA.C.1 - Compose and/or improvise melodic, rhythmic, and harmonic ideas for simple melodies and accompaniments for given melodies. MU:Cr1.1.I.a. PA.C.2 - Select, develop, and use notation and/or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies. MU:Cr2.1.I.a. PA.C.3 - Use standard and/or iconic notation and/or audio/video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences. MU:Cr2.1.I.b. PA.C.4 - Evaluate, critique, and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. MU:CR3.1.I.a. PA.C.5 - Present the final version of a personal composition or arrangement, using musicianship and originality to utilize various compositional techniques and convey expressive intent. MU:CR3.1.I.b.	PA.P.1 - Explain the teacher-selected criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. MU:Pr4.1.I.a. PA.P.2 - Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. MU:Pr4.1.I.c. PA.P.3 - 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 (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate. MU:Pr4.1.I.d. PA.P.4 - Demonstrate technical accuracy and expressive qualities, as well as an - understanding of	PA.R.1 - Compare passages in musical selections and explain how the elements of music and context inform the response. MU:Re7.1.b PA.R.2 - Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research. MU:Re8.1.I.a. PA.R.3 - Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context. MU:Re9.1.I.a.	PA.CN.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate. MU:Cn11.I.a.

		expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. MU:Pr6.1.1.a.		
Middle School				
	Create: Organize, Develop, and Complete	Present: Convey Meaning Through Presentation	Respond: Perceive and Analyze	Connect: Synthesize and Relate
	C.1 - Select, organize, develop, and document personal musical ideas for arrangements, song, and compositions within a given form(s) that utilize compositional techniques and convey expressive intent. MU:Cr2.1.7.a. C.2 - Present the final version of a personal composition or arrangement, using musicianship and originality to utilize compositional techniques and convey expressive intent. MU:CR3.1.7.b. Anchor 1: Envision/Conceptualize c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama work. Anchor 2: Develop a. Examine and justify original ideas and artistic choices in a drama work based on critical analysis, background knowledge, and historical and cultural context. Anchor 3: Rehearse a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama work. b. Develop effective physical and vocal traits of characters in an improvised or scripted drama	P.1 Perform the music with technical accuracy and stylistic expression to convey the creator's intent. MU:Pr6.1.7.a. Anchor 4: Select b. Use various character objectives in a drama work. Anchor 5: Prepare a. Participating in a variety of acting exercises and techniques that can be applied in a rehearsal or drama performance. Anchor 6: Share, Present a. Participate in rehearsals for a drama/theater work that will be shared with an audience.	R.1 Identify the meaning of musical selections, referring to the elements of music and context. MU:Re8.1.7.a. Anchor 7: Reflect a. Compare recorded personal and peer reactions to artistic choices in a drama work. Anchor 8: Interpret a. Identify the artistic choices made based on personal experience in a drama work. c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama works. Anchor 9: Evaluate a. Explain preferences, using supporting evidence and criteria to evaluate drama works.	CN.1 Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life as developmentally appropriate. MU:Cn11.7.a.

	work.			
Developing				
5				
4				
3				
Foundational				
2				
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k				