

NYSSMA Curriculum Committee

National Core Arts Standards Overview

Artistic Process	Anchor Standards	Process Components	Enduring Understanding	Essential Questions
Creating (Cr) Conceiving and developing new artistic ideas and work	Cr1. Generate and conceptualize artistic ideas and works.	Cr.1.1 Imagine: Generate musical ideas for various purposes and contexts.	The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.	How do musicians generate creative ideas?
	Cr.2. Organize and develop artistic ideas and work.	Cr2.1 Plan & Make: Select and develop musical ideas for defined purposes and contexts	Musicians’ creative choices are influenced by their expertise, context, and expressive intent.	How do musicians make creative decisions?
	Cr.3. Refine and complete artistic work	Cr3.1 Evaluate & Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria	Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.	How do musicians improve the quality of their creative work?
		Cr3.2 Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.	Musicians’ presentation of creative work is the culmination of a process of creation and communication	When is creative work ready to share?
Performing (Pf) Realizing artistic ideas and work through interpretation and presentation	Pr4. Analyze, interpret, and select artistic work for presentation.	Pr4.1 Select: Select varied musical works based on interest, knowledge, technical skill, and context	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.	How do performers select repertoire?
		Pr4.2 Analyze: Analyze the structure and context of varied musical works and their implications for performance.	Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.	How does understanding the structure and context of musical works inform performance?
		Pr4.3 Interpret: Develop personal interpretations that consider creators’ intent	Performers make interpretive decisions based on their understanding of context and expressive intent.	How do performers interpret musical works?
	Pr5. Develop and refine work for presentation	Pr5.1 Rehearse, Evaluate, and Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.	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.	How do musicians improve the quality of their performance?
	Pr6. Convey meaning through the presentation of artistic work.	Pr6.1 Present: Perform expressively with appropriate interpretation and technical accuracy in the manner appropriate to the audience and context.	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.	When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?

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Responding (Re) Understanding and evaluating how the arts convey meaning	Re7. Perceive and analyze artistic work	Re7.1 Select: Choose music appropriate for a specific purpose or context.	Individuals' selection of musical work is influenced by their interests, experiences, understandings, and purposes.	How do individuals choose music to experience?
		Re7.2 Analyze: Analyze how the structure and context of various musical works inform the response.	Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.	How does understanding the structure and context of music inform a response?
	Re8. Interpret intent and meaning in artistic work	Re8.1 Interpret: Support interpretation of musical works that reflect creators'/performers' expressive intent.	Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.	How do we discern musical creators' and performers' expressive intent?
		Re9. Apply criteria To evaluate artistic work	Re9.1 Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.	The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
Connecting (Cn) Relating artistic ideas and work with personal meaning and external context	Cn10. Synthesize and relate knowledge and personal experiences to make art.	Cn10.0 Synthesize and relate knowledge and personal experiences to make music.	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.	How do musicians make meaningful connections to creating, performing and responding?
	Cn11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	Cn11.0 Relate musical ideas and works to varied contexts and daily life to deepen understanding. -	Understanding connections to varied contexts and daily life enhances musicians' creative, performing, and responding.	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Discipline-Specific Performance Standards and Achievement Levels	
Discipline	Levels
General/Classroom Music	PK, K, 1, 2, 3, 4, 5, 6, 7, 8
Ensembles & Harmonic Instruments	Novice, Intermediate, Proficient, Accomplished, Advanced Elem / MS / HS
Composition/Theory & Technology	Proficient, Accomplished, Advanced