

| Creating | Performing | Responding |
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| <i>Imagining</i> – developing idea(s) (concepts, ideas, feelings) | <i>Selecting</i> – choosing an artistic work (repertoire) to perform | <i>Selecting</i> – choosing an artistic work and/or performance to experience |
| <i>Planning</i> – experimenting, researching, and designing ways of presenting the idea(s) through artistic materials | <i>Analyzing</i> – analyzing structure and researching background of work | <i>Analyzing</i> – seeing/hearing and comprehending visual/aural features of the work and performance mentally assembling what is seen/heard into a whole |
| | <i>Interpreting</i> – developing a personal interpretation of work (an idea of its expressive intent or potential) | <i>Interpreting</i> – developing a personal response to (constructing meaning from) the expressive ideas of both the creator(s) and performer(s) |
| <i>Making, Evaluating, Refining</i> – applying knowledge and skills/technique to bring idea(s) to life through artistic work evaluating quality and refining successive versions (“drafts”) of the work | <i>Rehearsing, Evaluating, Refining</i> – applying knowledge and skills/technique to bring personal interpretation to life through performance evaluating quality and refining successive versions of the performance | <i>Evaluating</i> – evaluating quality of artistic work and its performance |
| <i>Presenting</i> – presenting in performance or exhibiting completed work for others | <i>Presenting</i> – performing work for others | |

Shuler, S. (2011). *Music Education for Life: The Three Artistic Processes—Paths to Lifelong 21st-Century Skills through Music*. *Music Educators Journal* 97. doi:10.1177/0027432111409828

What all students should be doing in music education