

Music: Grades 9, 10, 11, 12

Adopted 2018

Beginning Band

Creating

1. **Improvise, compose, and arrange music within specified guidelines.** [HSBB.CR.1](#)
 - a. **Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument).** [HSBB.CR.1.A](#)
 - b. **Improvise and/or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale).** [HSBB.CR.1.B](#)
 - c. **Refine improvised or composed pieces using teacher-created criteria** [HSBB.CR.1.C](#)

Performing

1. Sing alone or with others. [HSBB.PR.1](#)
 - a. Sing to recognize fundamentals of tone production. [HSBB.PR.1.A](#)
 - b. Sing to match pitch. [HSBB.PR.1.B](#)
2. Perform on instruments through a varied repertoire of music, alone and with others. [HSBB.PR.2](#)
 - a. Analyze characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). [HSBB.PR.2.A](#)
 - b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises). [HSBB.PR.2.B](#)
 - c. Recognize the ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). [HSBB.PR.2.C](#)
 - d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. [HSBB.PR.2.D](#)
 - e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level. [HSBB.PR.2.E](#)
3. Read and identify elements of notated music. [HSBB.PR.3](#)
 - a. Identify and define standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression). [HSBB.PR.3.A](#)
 - b. Define and describe the musical terms incorporated in the literature and identify key signatures. [HSBB.PR.3.B](#)
 - c. Demonstrate a steady beat, rhythms and meters through a systematic counting procedure. [HSBB.PR.3.C](#)

Responding

1. Listen to, analyze, and describe music. **HSBB.RE.1**
 - a. Identify and describe compositional elements (e.g. techniques, meter, tempo, tonality, intervals, chords). **HSBB.RE.1.A**
 - b. Compare and contrast musical works based on genre and culture. **HSBB.RE.1.B**
2. Respond to music and music performances of themselves and others. **HSBB.RE.2**
 - a. Determine the criteria for a successful performance (e.g. compositions, arrangements, improvisations). **HSBB.RE.2.A**
 - b. Evaluate the quality and effectiveness of performances (e.g. compositions, arrangements, improvisations). **HSBB.RE.2.B**
 - c. Compile a list of strengths and weaknesses in performances using self-reflection and peer feedback, and suggest areas of improvement. **HSBB.RE.2.C**
 - d. Identify the interpretations in a band performance in relation to the expressive intent of the composer. **HSBB.RE.2.D**
 - e. Describe and demonstrate appropriate ensemble and audience etiquette for a performance. **HSBB.RE.2.E**

Connecting

1. Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. **HSBB.CN.1**
 - a. Describe the relationship between music and other arts. **HSBB.CN.1.A**
 - b. Describe the relationship between music and other disciplines. **HSBB.CN.1.B**
 - c. Identify genres, styles, and composers within specific time periods. **HSBB.CN.1.C**
 - d. Describe the relationship between music and musicians, and society and culture. **HSBB.CN.1.D**

Creating

1. Improvise, compose, and arrange music within specified guidelines. **HSIB.CR.1**
 - a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). **HSIB.CR.1.A**
 - b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale). **HSIB.CR.1.B**
 - c. Compose rhythmic exercises and short melodies using traditional notations which incorporate use of dynamics. **HSIB.CR.1.C**
 - d. Refine improvised or composed pieces using student or teacher-created criteria. **HSIB.CR.1.D**
-

Intermediate Band

Performing

1. Sing alone or with others. **HSIB.PR.1**
 - a. Sing to recognize fundamentals of tone production. **HSIB.PR.1.A**
 - b. Sing to match pitch. **HSIB.PR.1.B**
 - c. Sing to reinforce breathing and use of the air stream. **HSIB.PR.1.C**
2. Perform on instruments through a varied repertoire of music, alone and with others. **HSIB.PR.2**
 - a. Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). **HSIB.PR.2.A**
 - b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major and chromatic scales, technical exercises). **HSIB.PR.2.B**
 - c. Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). **HSIB.PR.2.C**
 - d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. **HSIB.PR.2.D**
 - e. Demonstrate all ensemble skills through sight-reading performance of music literature at level 1 and 2. **HSIB.PR.2.E**
3. Read and identify elements of notated music. **HSIB.PR.3**
 - a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, key signatures. **HSIB.PR.3.A**
 - b. Interpret the musical terms incorporated in the literature. **HSIB.PR.3.B**
 - c. Demonstrate an understanding of simple and compound meter rhythmic patterns through a systematic counting procedure. **HSIB.PR.3.C**

Responding

1. Listen to, analyze, and describe music. **HSIB.RE.1**
 - a. Relate and describe the use of compositional devices (e.g. techniques, meter, tempo, tonality, intervals, chords) to the interpretation of music for listening and for performance. **HSIB.RE.1.A**
 - b. Distinguish characteristics of a specific work based on genre and/or culture. **HSIB.RE.1.B**
 - c. Demonstrate ability to adjust and match individual instrument to a prescribed pitch-source (e.g. tuner, electronic drone, individual performer). **HSIB.RE.1.C**
2. Respond to music and music performances. **HSIB.RE.2**
 - a. Identify music literature and band performance of both superior and poor quality and distinguish the factors which are used to classify them as such. **HSIB.RE.2.A**
 - b. Compile a list of strengths and weaknesses in performances and suggest strategies for improvement. **HSIB.RE.2.B**
 - c. Identify and discuss the interpretations in a band performance in relation to the expressive intent of the composer. **HSIB.RE.2.C**
 - d. Describe and demonstrate appropriate ensemble and audience etiquette for a performance. **HSIB.RE.2.D**

Connecting

1. Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. **HSIB.CN.1**
 - a. Describe and discuss similarities and differences in the terminology of the subject matter between music and other areas (e.g. color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, culture). **HSIB.CN.1.A**
 - b. Develop knowledge through performance of repertoire representing diverse cultures, historical periods, and styles. **HSIB.CN.1.B**
-

Advanced Band

Creating

1. Improvise, compose, and arrange music within specified guidelines. **HSAB.CR.1**
 - a. Improvise and/or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). **HSAB.CR.1.A**
 - b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic scales or scale modes) using traditional notations which incorporate use of dynamics. **HSAB.CR.1.B**
 - c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)- IV-V (7)-I. **HSAB.CR.1.C**
 - d. Refine improvised or composed pieces using student-created criteria. **HSAB.CR.1.D**

Performing

1. Sing alone or with others. [HSAB.PR.1](#)
 - a. Sing to reinforce fundamentals of breathing, use of air, and quality of sound in tone production. [HSAB.PR.1.A](#)
 - b. Sing to develop the ability to match major, minor, and perfect intervals. [HSAB.PR.1.B](#)
 - c. Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns. [HSAB.PR.1.C](#)
2. Perform on instruments through a varied repertoire of music, alone and with others. [HSAB.PR.2](#)
 - a. Demonstrate characteristic tone quality utilizing playing technique (e.g., embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato [when appropriate], appropriate percussion technique) based on the level of music. [HSAB.PR.2.A](#)
 - b. Formulate proper warm-up techniques (e.g. long-tone, lip slurs, chorales, technical exercises) using multiple octaves when appropriate. [HSAB.PR.2.B](#)
 - c. Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). [HSAB.PR.2.C](#)
 - d. Develop a strong understanding of complex and compound rhythms, and multi-meter time signatures (e.g. trills, turns, mordents) through performance of appropriate level literature. [HSAB.PR.2.D](#)
 - e. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. [HSAB.PR.2.E](#)
 - f. Demonstrate all ensemble skills through sight-reading performance of music literature at level 3 and 4. [HSAB.PR.2.F](#)
3. Read and identify elements of notated music. [HSAB.PR.3](#)
 - a. Apply an understanding of the compound and complex counting systems to read music at the advanced level. [HSAB.PR.3.A](#)
 - b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances. [HSAB.PR.3.B](#)
 - c. Analyze compositional elements (e.g. musical terms, key signatures, tonality, form) in the music being studied. [HSAB.PR.3.C](#)

Responding

1. Listening to, analyze, and describe music. **HSAB.RE.1**
 - a. Read, write, and/or analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision. **HSAB.RE.1.A**
 - b. Demonstrate, through performance, knowledge of the pitch tendencies of their individual instrument by listening, analyzing, and making the appropriate modifications. **HSAB.RE.1.B**
 - c. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble. **HSAB.RE.1.C**
 - d. Demonstrate ability to adjust and match individual instrument to a prescribed pitch- source (e.g. electronic drone or individual performer). **HSAB.RE.1.D**
2. Respond to music and music performances. **HSAB.RE.2**
 - a. Assess musical elements (e.g. melody, harmony, rhythm, timbre) in instrumental music (recorded or live) using terminology being studied. **HSAB.RE.2.A**
 - b. Distinguish the factors which are used to evaluate the effectiveness of a performance. **HSAB.RE.2.B**
 - c. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and/or aesthetic value of the performance. **HSAB.RE.2.C**

Connecting

1. Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. **HSAB.CN.1**
 - a. Analyze similarities and differences in the terminology of the subject matter between music and other subject areas (e.g. color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, culture). **HSAB.CN.1.A**
 - b. Develop knowledge through performance of appropriate level repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance. **HSAB.CN.1.B**
-

Performing

1. Sing alone or with others. **HSMB.PR.1**
 - a. Sing to reinforce fundamentals of breathing, use of the air stream, and quality of sound in tone production. **HSMB.PR.1.A**
 - b. Sing to develop the ability to match intervallic and chordal tuning. **HSMB.PR.1.B**
 - c. Sing to reinforce melodic shape and stylistic elements of a melodic line or accompaniment pattern. **HSMB.PR.1.C**
2. Perform on instruments through a varied repertoire of music, alone and with others. **HSMB.PR.2**
 - a. Demonstrate characteristic tone quality utilizing playing technique (e.g. embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato [when appropriate], appropriate percussion technique) based on the level of music. **HSMB.PR.2.A**
 - b. Develop and justify proper warm-up techniques (e.g. long-tone, lip slurs, chorales, technical exercises) using multiple octaves when appropriate. **HSMB.PR.2.B**
 - c. Apply and justify ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). **HSMB.PR.2.C**
 - d. Apply and justify understanding of the complex and compound rhythms, and multi-meter time signatures (e.g. trills, turns, mordents) through performance of appropriate level literature. **HSMB.PR.2.D**
 - e. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. **HSMB.PR.2.E**
 - f. Synthesize all ensemble skills through sight-reading performance of music literature at all levels. **HSMB.PR.2.F**
3. Read and identify elements of notated music. **HSMB.PR.3**
 - a. Apply and justify the knowledge of counting systems, vocabulary, theory, and the conventions necessary to read and notate music at the mastery level. **HSMB.PR.3.A**
 - b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances. **HSMB.PR.3.B**
 - c. Analyze and justify compositional elements (e.g. musical terms, key signatures, tonality, form) in the music being studied. **HSMB.PR.3.C**

Responding

1. Listen to, analyze, and describe music. **HSMB.RE.1**
 - a. Read, write, or analyze rhythmic patterns in compound and complex meters, demonstrating a mastery level of technical facility and precision. **HSMB.RE.1.A**
 - b. Demonstrate, through performance, knowledge of the pitch tendencies of their individual instrument by listening, analyzing, and making the appropriate modifications. **HSMB.RE.1.B**
 - c. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble. **HSMB.RE.1.C**
 - d. Demonstrate without assistance, ability to adjust and match individual instrument to a prescribed pitch-source (e.g. electronic drone, individual performer). **HSMB.RE.1.D**
2. Respond to music and music performances. **HSMB.RE.2**
 - a. Assess and justify musical elements (melody, harmony, rhythm, timbre) in instrumental music (recorded or live) using terminology being studied. **HSMB.RE.2.A**
 - b. Distinguish and justify the factors which are used to evaluate the effectiveness of a performance. **HSMB.RE.2.B**
 - c. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and aesthetic value of the performance. **HSMB.RE.2.C**

Connecting

1. Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. **HSMB.CN.1**
 - a. Analyze and justify similarities and differences in the terminology of the subject matter between music and other subject areas (e.g. color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, culture). **HSMB.CN.1.A**
 - b. Describe and analyze similarities and differences in the contextual meaning of common terms used in music, art, dance, and drama. **HSMB.CN.1.B**
 - c. Develop knowledge through performance of appropriate level repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance. **HSMB.CN.1.C**
-

Beginning Instrumental Ensemble

Creating

1. Improvise, compose, and arrange music within specified guidelines. **HSBIE.CR.1**
 - a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). **HSBIE.CR.1.A**
 - b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale). **HSBIE.CR.1.B**
-

Performing

1. Sing alone or with others. **HSBIE.PR.1**
 - a. Sing to recognize fundamentals of tone production. **HSBIE.PR.1.A**
 - b. Sing to match pitch. **HSBIE.PR.1.B**
2. Perform on instruments through a varied repertoire of music, alone and with others. **HSBIE.PR.2**
 - a. Analyze characteristic tone quality utilizing proper embouchure, playing position, posture, breathing techniques, articulation, or appropriate percussion technique. **HSBIE.PR.2.A**
 - b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, technical exercises). **HSBIE.PR.2.B**
 - c. Recognize the following ensemble skills through performance of musical literature: rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation. **HSBIE.PR.2.C**
 - d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. **HSBIE.PR.2.D**
 - e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate level. **HSBIE.PR.2.E**
3. Read and identify elements of notated music. **HSBIE.PR.3**
 - a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. **HSBIE.PR.3.A**
 - b. Define and describe the musical terms incorporated in the literature and identify key signatures. **HSBIE.PR.3.B**
 - c. Demonstrate a steady beat, rhythms, and meters through a systematic counting procedure. **HSBIE.PR.3.C**

Responding

1. Listen to, analyze, and describe music. [HSBIE.RE.1](#)
 - a. Identify and describe compositional devices, techniques, meter, tempo, tonality, intervals, and chords. [HSBIE.RE.1.A](#)
 - b. Compare and contrast musical works based on genre and culture. [HSBIE.RE.1.B](#)
2. Respond to music and music performances of themselves and others. [HSBIE.RE.2](#)
 - a. Evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations. [HSBIE.RE.2.A](#)
 - b. Compile a list of strengths and weaknesses in performances and suggest areas of improvement. [HSBIE.RE.2.B](#)
 - c. Identify the interpretations in an ensemble performance in relation to the expressive intent of the composer. [HSBIE.RE.2.C](#)
 - d. Describe and demonstrate proper concert performance etiquette and proper audience etiquette. [HSBIE.RE.2.D](#)

Connecting

1. Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. [HSBIE.CN.1](#)
 - a. Describe the relationship between music and other arts. [HSBIE.CN.1.A](#)
 - b. Describe the relationship between music and other disciplines. [HSBIE.CN.1.B](#)
 - c. Identify genres, styles, and composers within specific time periods. [HSBIE.CN.1.C](#)
 - d. Describe the relationship between music and musicians, society and culture. [HSBIE.CN.1.D](#)

Intermediate Instrumental Ensemble

Creating

1. Improvise, compose, and arrange music within specified guidelines. [HSIIE.CR.1](#)
 - a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). [HSIIE.CR.1.A](#)
 - b. Improvise or compose a melody, or variation of a melody (e.g. using a five-note diatonic, pentatonic, or blues scale). [HSIIE.CR.1.B](#)
 - c. Compose rhythmic exercises and short melodies using traditional notations that incorporate use of dynamics. [HSIIE.CR.1.C](#)
 - d. Refine improvised or composed pieces using student or teacher-created criteria. [HSIIE.CR.1.D](#)

Performing

1. Sing alone or with others. [HSIIE.PR.1](#)
 - a. Sing to recognize fundamentals of tone production. [HSIIE.PR.1.A](#)
 - b. Sing to match pitch. [HSIIE.PR.1.B](#)
 - c. Sing to reinforce breathing and use of the air stream. [HSIIE.PR.1.C](#)
2. Perform on instruments through a varied repertoire of music, alone and with others. [HSIIE.PR.2](#)
 - a. Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). [HSIIE.PR.2.A](#)
 - b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major and chromatic scales, technical exercises). [HSIIE.PR.2.B](#)
 - c. Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). [HSIIE.PR.2.C](#)
 - d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. [HSIIE.PR.2.D](#)
 - e. Demonstrate all ensemble skills through sight-reading performance of music literature at level 1 and 2. [HSIIE.PR.2.E](#)
3. Read and identify elements of notated music. [HSIIE.PR.3](#)
 - a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, key signatures. [HSIIE.PR.3.A](#)
 - b. Interpret the musical terms incorporated in the literature. [HSIIE.PR.3.B](#)
 - c. Demonstrate an understanding of simple and compound meter rhythmic patterns through a systematic counting procedure. [HSIIE.PR.3.C](#)

Responding

1. Listen to, analyze, and describe music. **HSIIE.RE.1**
 - a. Relate to and describe the use of compositional devices (e.g. techniques, meter, tempo, tonality, intervals, chords) the interpretation of music for listening and for performance. **HSIIE.RE.1.A**
 - b. Distinguish characteristics of a specific work based on genre and/or culture. **HSIIE.RE.1.B**
 - c. Demonstrate ability to adjust and match individual instrument to a prescribed pitch- source (e.g. tuner, electronic drone, individual performer). **HSIIE.RE.1.C**
2. Respond to music and music performances. **HSIIE.RE.2**
 - a. Identify music literature and band performance of both superior and poor quality, and distinguish the factors which are used to classify them. **HSIIE.RE.2.A**
 - b. Compile a list of strengths and weaknesses in performances and suggest strategies for improvement. **HSIIE.RE.2.B**
 - c. Identify and discuss the interpretations in a band performance in relation to the expressive intent of the composer. **HSIIE.RE.2.C**
 - d. Describe and demonstrate appropriate ensemble and audience etiquette for a performance. **HSIIE.RE.2.D**

Connecting

1. Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. **HSIIE.CN.1**
 - a. Describe and discuss similarities and differences in the terminology of music and other subject areas (e.g. color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, culture). **HSIIE.CN.1.A**
 - b. Develop knowledge through performance of repertoire representing diverse cultures, historical periods, and styles. **HSIIE.CN.1.B**
-

Advanced Instrumental Ensemble

Creating

1. Improvise, compose, and arrange music within specified guidelines. [HSAIE.CR.1](#)
 - a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). [HSAIE.CR.1.A](#)
 - b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic scales or scale modes) using traditional notations which incorporate use of dynamics. [HSAIE.CR.1.B](#)
 - c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)- IV-V (7)-I. [HSAIE.CR.1.C](#)
 - d. Refine improvised or composed pieces using student-created criteria. [HSAIE.CR.1.D](#)

Performing

1. Sing alone or with others. [HSAIE.PR.1](#)
 - a. Sing to reinforce fundamentals of breathing, use of air and quality of sound in tone production. [HSAIE.PR.1.A](#)
 - b. Sing to develop the ability to match major, minor, and perfect intervals. [HSAIE.PR.1.B](#)
 - c. Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns. [HSAIE.PR.1.C](#)
2. Perform on instruments through a varied repertoire of music, alone and with others. [HSAIE.PR.2](#)
 - a. Demonstrate characteristic tone quality utilizing playing technique (e.g. embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato [when appropriate], appropriate percussion technique) based on the level of music. [HSAIE.PR.2.A](#)
 - b. Formulate proper warm-up techniques (e.g. long-tone, lip slurs, chorales, technical exercises) using multiple octaves when appropriate. [HSAIE.PR.2.B](#)
 - c. Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). [HSAIE.PR.2.C](#)
 - d. Develop a strong understanding of complex and compound rhythms, and multi-meter time signatures (e.g. trills, turns, mordents) through performance of appropriate level literature. [HSAIE.PR.2.D](#)
 - e. Respond with appropriate dynamics, phrasing, and interpretation to the cues of the conductor. [HSAIE.PR.2.E](#)
 - f. Demonstrate all ensemble skills through sight-reading performance of music literature at level 3 and 4. [HSAIE.PR.2.F](#)
3. Read and identify elements of notated music. [HSAIE.PR.3](#)
 - a. Apply an understanding of the compound and complex counting systems to read music at the advanced level. [HSAIE.PR.3.A](#)
 - b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances. [HSAIE.PR.3.B](#)
 - c. Analyze compositional elements (e.g. musical terms, key signatures, tonality, form) in the study of music. [HSAIE.PR.3.C](#)

Responding

1. Listen to, analyze, and describe music. [HSAIE.RE.1](#)
 - a. Read, write, or analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision. [HSAIE.RE.1.A](#)
 - b. Demonstrate, through performance, knowledge of the pitch tendencies of their individual instrument by listening, analyzing, and making the appropriate modifications. [HSAIE.RE.1.B](#)
 - c. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble. [HSAIE.RE.1.C](#)
 - d. Demonstrate ability to adjust and match individual instrument to a prescribed pitch- source (e.g. electronic drone, individual performer). [HSAIE.RE.1.D](#)
2. Respond to music and music performances. [HSAIE.RE.2](#)
 - a. Assess musical elements (e.g. melody, harmony, rhythm, timbre) in instrumental music (recorded or live) using terminology being studied. [HSAIE.RE.2.A](#)
 - b. Distinguish the factors which are used to evaluate the effectiveness of a performance. [HSAIE.RE.2.B](#)
 - c. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and/or aesthetic value of the performance. [HSAIE.RE.2.C](#)

Connecting

1. Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. [HSAIE.CN.1](#)
 - a. Analyze similarities and differences in the terminology of the subject matter between music and other subject areas (e.g. color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, culture). [HSAIE.CN.1.A](#)
 - b. Develop knowledge through performance of appropriate level repertoire representing diverse cultures, historical periods, and styles at the highest level of music performance. [HSAIE.CN.1.B](#)
-

Jazz

Creating

1. Improvise, compose, and arrange music within specified guidelines. [HSAJB.CR.1](#)
 - a. Improvise or compose rhythmic patterns (e.g. clapping, singing, playing an instrument). [HSAJB.CR.1.A](#)
 - b. Improvise or compose a melody and/or variation of a melody (e.g. using a five-note diatonic scales or scale modes) using traditional notations which incorporate use of dynamics. [HSAJB.CR.1.B](#)
 - c. Improvise accompaniment patterns within a given specific harmonic progression, I-(ii)-IV-V(7)-I. [HSAJB.CR.1.C](#)
 - d. Refine improvised or composed pieces using student-created criteria. [HSAJB.CR.1.D](#)

Performing

1. Sing alone or with others. [HSAJB.PR.1](#)
 - a. Sing to reinforce fundamentals of breathing, use of air, and quality of sound in tone production. [HSAJB.PR.1.A](#)
 - b. Sing to develop the ability to match major, minor, and perfect intervals. [HSAJB.PR.1.B](#)
 - c. Sing to reinforce melodic shape and stylistic elements of a melodic line or ostinato patterns. [HSAJB.PR.1.C](#)
 - d. Vocalize rhythms through counting and sing diatonic melodies in advanced literature. [HSAJB.PR.1.D](#)
2. Perform on instruments through a varied repertoire of music, alone and with others. [HSAJB.PR.2](#)
 - a. Demonstrate characteristic tone quality utilizing playing technique (e.g. embouchure playing position, posture, breathing techniques, articulation and enunciation, vibrato [when appropriate], appropriate percussion technique) based on the level of music. [HSAJB.PR.2.A](#)
 - b. Formulate proper warm-up techniques (e.g. long-tone, lip slurs, chorales, technical exercises) using multiple octaves when appropriate. [HSAJB.PR.2.B](#)
 - c. Use ensemble skills through performance of musical literature (e.g. rehearsal etiquette, dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation). [HSAJB.PR.2.C](#)
 - d. Develop a strong understanding of complex and compound rhythms, and multi-meter time signatures (e.g. trills, turns, mordents) through performance of appropriate level literature. [HSAJB.PR.2.D](#)
 - e. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. [HSAJB.PR.2.E](#)
 - f. Demonstrate all ensemble skills through sight-reading performance of music literature at level 3 and 4. [HSAJB.PR.2.F](#)
3. Read and identify elements of notated music. [HSAJB.PR.3](#)
 - a. Apply an understanding of the compound and complex counting systems to read music at the advanced level. [HSAJB.PR.3.A](#)
 - b. Incorporate standard notations and non-traditional symbols for pitch, rhythm, dynamics, tempo, articulation, and expression into individual and ensemble performances. [HSAJB.PR.3.B](#)
 - c. Analyze compositional elements (e.g. musical terms, key signatures, tonality, and form) in the music being studied. [HSAJB.PR.3.C](#)

Responding

1. Listen to, analyze, and describe music. [HSAJB.RE.1](#)
 - a. Read, write, and/or analyze rhythmic patterns in compound meters demonstrating an advanced level of technical facility and precision. [HSAJB.RE.1.A](#)
 - b. Demonstrate, through performance, knowledge of the pitch tendencies of their individual instrument by listening, analyzing, and making the appropriate modifications. [HSAJB.RE.1.B](#)
 - c. Describe appropriate pitch modifications based on harmonic responsibilities within the ensemble. [HSAJB.RE.1.C](#)
 - d. Demonstrate ability to adjust and match individual instrument to a prescribed pitch- source (e.g. electronic drone, individual performer). [HSAJB.RE.1.D](#)
2. Respond to music and music performances. [HSAJB.RE.2](#)
 - a. Assess musical elements (e.g. melody, harmony, rhythm, timbre) in instrumental music (recorded or live) using terminology being studied. [HSAJB.RE.2.A](#)
 - b. Distinguish the factors which are used to evaluate the effectiveness of a performance. [HSAJB.RE.2.B](#)
 - c. Critique the integrity of a performance based on concert etiquette, the characteristic style of the genre, composer's intent, interpretation, musical technique, and/or aesthetic value of the performance. [HSAJB.RE.2.C](#)

Connecting

1. Understand relationships between music, other arts, other disciplines, varied contexts, and daily life. [HSAJB.CN.1](#)
 - a. Analyze similarities and differences in the terminology between music and other subject areas (e.g. color, movement, expression, style, symmetry, form, interpretation, texture, harmony, patterns and sequence, repetition, texts and lyrics, meter, wave and sound production, timbre, frequency of pitch, volume, acoustics, physiology and anatomy, technology, history, culture). [HSAJB.CN.1.A](#)
 - b. Develop knowledge through performance of appropriate level repertoire representing diverse cultures, historical periods and styles at the highest level of music performance. [HSAJB.CN.1.B](#)
-

Beginning Chorus

Creating

1. Generate and conceptualize musical ideas and works. [HSBC.CR.1](#)
 - a. Improvise rhythmic patterns in duple meter and melodic patterns in major tonality. [HSBC.CR.1.A](#)
 - b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). [HSBC.CR.1.B](#)
 - c. Create movement for warm-ups and repertoire to distinguish various musical ideas. [HSBC.CR.1.C](#)
 - d. Set short poetic phrases and texts to music. [HSBC.CR.1.D](#)
 - e. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, beginning and ending on tonic. [HSBC.CR.1.E](#)
2. Organize, develop, and revise musical ideas and works. [HSBC.CR.2](#)
 - a. Share improvised, composed, or arranged pieces. [HSBC.CR.2.A](#)
 - b. Use teacher-created criteria to refine improvised or composed pieces. [HSBC.CR.2.B](#)

Performing

1. Analyze, interpret, and select musical works for presentation. **HSBC.PR.1**
 - a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. **HSBC.PR.1.A**
 - b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing. **HSBC.PR.1.B**
 - c. Notate rhythms and melodies from aural examples utilizing a dictation method. **HSBC.PR.1.C**
 - d. Read and notate music using available technology. **HSBC.PR.1.D**
2. Develop and refine musical techniques and works for presentation. **HSBC.PR.2**
 - a. Identify vocal anatomy and employ breathing techniques to support a clear and free tone using accurate intonation. **HSBC.PR.2.A**
 - b. Identify aspects of vocal registers, as reflected in physiological changes, and vocal health affecting range and tone. **HSBC.PR.2.B**
 - c. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. **HSBC.PR.2.C**
 - d. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts. **HSBC.PR.2.D**
3. Convey meaning through the presentation of musical works. **HSBC.PR.3**
 - a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles. **HSBC.PR.3.A**
 - b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique. **HSBC.PR.3.B**
 - c. Sing selected music from memory for public performance at least twice per year. **HSBC.PR.3.C**
 - d. Exhibit appropriate rehearsal and performance etiquette. **HSBC.PR.3.D**

Responding

1. Perceive, analyze, and interpret meaning in musical works. **HSBC.RE.1**
 - a. Identify and describe a musical score in terms of rhythm, melody, and form. **HSBC.RE.1.A**
 - b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. **HSBC.RE.1.B**
 - c. Describe the emotions and thoughts that music conveys. **HSBC.RE.1.C**
 - d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. **HSBC.RE.1.D**
2. Apply criteria to evaluate musical works. **HSBC.RE.2**
 - a. Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. **HSBC.RE.2.A**
 - b. Reflect on the nature of rehearsal and performance in music through discussion and writing. **HSBC.RE.2.B**

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. **HSBC.CN.1**
 - a. Discuss how music relates to personal development and enjoyment of life. **HSBC.CN.1.A**
 - b. Describe how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. **HSBC.CN.1.B**
 2. Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. **HSBC.CN.2**
 - a. Identify historical and cultural characteristics of a varied repertoire including world music. **HSBC.CN.2.A**
 - b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance. **HSBC.CN.2.B**
 - c. Identify the historical period, composer, culture and style of music presented in class. **HSBC.CN.2.C**
 - d. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. **HSBC.CN.2.D**
-

Intermediate Chorus

Creating

1. Generate and conceptualize musical ideas and works. [HSIC.CR.1](#)
 - a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality. [HSIC.CR.1.A](#)
 - b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). [HSIC.CR.1.B](#)
 - c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas. [HSIC.CR.1.C](#)
 - d. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and explain those creative decisions. [HSIC.CR.1.D](#)
 - e. Set short poetic phrases and texts to music. [HSIC.CR.1.E](#)
 - f. Compose four measure melodies in major and minor tonalities, duple and triple meters, within the range of a fifth, beginning and ending on tonic. [HSIC.CR.1.F](#)
2. Organize, develop, and revise musical ideas and works. [HSIC.CR.2](#)
 - a. Share improvised, composed, or arranged pieces. [HSIC.CR.2.A](#)
 - b. Using teacher- or student-created criteria, refine improvised or composed pieces. [HSIC.CR.2.B](#)

Performing

1. Analyze, interpret, and select musical works for presentation. **HSIC.PR.1**
 - a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. **HSIC.PR.1.A**
 - b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire. **HSIC.PR.1.B**
 - c. Notate rhythms and melodies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. **HSIC.PR.1.C**
 - d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology. **HSIC.PR.1.D**
2. Develop and refine musical techniques and works for presentation. **HSIC.PR.2**
 - a. Demonstrate appropriate singing posture and breathing techniques to support a clear and free tone using accurate intonation. **HSIC.PR.2.A**
 - b. Sing with purity of vowels and articulate voiced and unvoiced consonants. **HSIC.PR.2.B**
 - c. Explore vocal continuity through passaggio and across vocal registers. **HSIC.PR.2.C**
 - d. Explore elements of vocal health, as reflected in physiological changes affecting range and tone. **HSIC.PR.2.D**
 - e. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. **HSIC.PR.2.E**
 - f. Develop aural skills to address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in two or more vocal parts. **HSIC.PR.2.F**
3. Convey meaning through the presentation of musical works. **HSIC.PR.3**
 - a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles. **HSIC.PR.3.A**
 - b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique. **HSIC.PR.3.B**
 - c. Sing selected music from memory for public performance at least twice per year. **HSIC.PR.3.C**
 - d. Exhibit appropriate rehearsal and performance etiquette. **HSIC.PR.3.D**

Responding

1. Perceive, analyze, and interpret meaning in musical works. **HSIC.RE.1**
 - a. Explain and describe a musical score in terms of rhythm, melody, and form. **HSIC.RE.1.A**
 - b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast. **HSIC.RE.1.B**
 - c. Discuss the emotions and thoughts that music conveys. **HSIC.RE.1.C**
 - d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. **HSIC.RE.1.D**
2. Apply criteria to evaluate musical works. **HSIC.RE.2**
 - a. Develop strategies to evaluate and improve group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. **HSIC.RE.2.A**
 - b. Reflect on the nature of rehearsal and performance in music through discussion and writing. **HSIC.RE.2.B**

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. **HSIC.CN.1**
 - a. Discuss how music relates to personal development and enjoyment of life. **HSIC.CN.1.A**
 - b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. **HSIC.CN.1.B**
 - c. Demonstrate literacy skills through reading and discussing musical settings of varied literature. **HSIC.CN.1.C**
 2. Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. **HSIC.CN.2**
 - a. Discuss historical and cultural characteristics of a varied repertoire including world music. **HSIC.CN.2.A**
 - b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance. **HSIC.CN.2.B**
 - c. Identify the historical period, composer, culture and style of music presented in class. **HSIC.CN.2.C**
 - d. Discuss the relationship between the music being studied and world events, history, and culture. **HSIC.CN.2.D**
 - e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. **HSIC.CN.2.E**
-

Advanced Chorus

Creating

1. Generate and conceptualize musical ideas and works. [HSAC.CR.1](#)
 - a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality. [HSAC.CR.1.A](#)
 - b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). [HSAC.CR.1.B](#)
 - c. Improvise variations of melodic phrases found in a varied repertoire of music. [HSAC.CR.1.C](#)
 - d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas. [HSAC.CR.1.D](#)
 - e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions. [HSAC.CR.1.E](#)
 - f. Set short poetic phrases and texts to music. [HSAC.CR.1.F](#)
 - g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic. [HSAC.CR.1.G](#)
2. Organize, develop, and revise musical ideas and works. [HSAC.CR.2](#)
 - a. Share improvised, composed, or arranged pieces. [HSAC.CR.2.A](#)
 - b. Refine improvised or composed pieces using student-created criteria. [HSAC.CR.2.B](#)

Performing

1. Analyze, interpret, and select musical works for presentation. **HSAC.PR.1**
 - a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. **HSAC.PR.1.A**
 - b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style. **HSAC.PR.1.B**
 - c. Notate rhythms, melodies and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. **HSAC.PR.1.C**
 - d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology. **HSAC.PR.1.D**
2. Develop and refine musical techniques and works for presentation. **HSAC.PR.2**
 - a. Demonstrate and explain how to produce a clear and free tone, with the body and breath working together, using accurate intonation. **HSAC.PR.2.A**
 - b. Demonstrate and explain how to sing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance. **HSAC.PR.2.B**
 - c. Develop vocal continuity through passaggio and across vocal registers. **HSAC.PR.2.C**
 - d. Apply listening skills to adjust intonation, blend and balance in solo and/or ensemble singing. **HSAC.PR.2.D**
 - e. Describe and explain elements of vocal health, including proper use and physiological needs. **HSAC.PR.2.E**
 - f. Demonstrate how to adjust vowel and consonant sounds independently to enhance ensemble performance. **HSAC.PR.2.F**
 - g. Demonstrate aural skills which address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in three or more vocal parts. **HSAC.PR.2.G**
3. Convey meaning through the presentation of musical works. **HSAC.PR.3**
 - a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style and historical eras. **HSAC.PR.3.A**
 - b. Demonstrate and respond to advanced-conducting patterns and gestures, representing composer and conductor intent. **HSAC.PR.3.B**
 - c. Sing selected music from memory for public performance at least twice per year. **HSAC.PR.3.C**
 - d. Exhibit appropriate rehearsal and performance etiquette. **HSAC.PR.3.D**

Responding

1. Perceive, analyze, and interpret meaning in musical works. [HSAC.RE.1](#)
 - a. Analyze and describe a musical score in terms of rhythm, melody, and form. [HSAC.RE.1.A](#)
 - b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. [HSAC.RE.1.B](#)
 - c. Discuss the emotions and thoughts that music conveys. [HSAC.RE.1.C](#)
 - d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. [HSAC.RE.1.D](#)
2. Apply criteria to evaluate musical works. [HSAC.RE.2](#)
 - a. Apply student-developed criteria to evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. [HSAC.RE.2.A](#)
 - b. Reflect on the nature of rehearsal and performance in music through discussion and writing. [HSAC.RE.2.B](#)

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. [HSAC.CN.1](#)
 - a. Describe and discuss how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. [HSAC.CN.1.A](#)
 - b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. [HSAC.CN.1.B](#)
 - c. Discuss the collaborative nature of the choral art. [HSAC.CN.1.C](#)
 2. Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. [HSAC.CN.2](#)
 - a. Analyze historical and cultural characteristics of a varied repertoire including world music. [HSAC.CN.2.A](#)
 - b. Describe, demonstrate, and analyze stylistic characteristics of a varied repertoire including world music through vocal performance. [HSAC.CN.2.B](#)
 - c. Analyze historical period, composer, culture and style of music presented in class. [HSAC.CN.2.C](#)
 - d. Discuss how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community. [HSAC.CN.2.D](#)
 - e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. [HSAC.CN.2.E](#)
-

Mastery Chorus

Creating

1. Generate and conceptualize musical ideas and works. [HSMC.CR.1](#)
 - a. Improvise rhythmic patterns in duple and triple meter, and melodic patterns in major and minor tonalities over a tonic, sub dominant, and dominant chord progression. [HSMC.CR.1.A](#)
 - b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). [HSMC.CR.1.B](#)
 - c. Improvise variations of melodic phrases found in a varied repertoire of music. [HSMC.CR.1.C](#)
 - d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas. [HSMC.CR.1.D](#)
 - e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions. [HSMC.CR.1.E](#)
 - f. Set short poetic phrases and texts to music. [HSMC.CR.1.F](#)
 - g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic. [HSMC.CR.1.G](#)
2. Organize, develop, and revise musical ideas and works. [HSMC.CR.2](#)
 - a. Share improvised, composed, or arranged pieces. [HSMC.CR.2.A](#)
 - b. Refine improvised or composed pieces using student-created criteria. [HSMC.CR.2.B](#)

Performing

1. Analyze, interpret, and select musical works for presentation. [HSMC.PR.1](#)
 - a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. [HSMC.PR.1.A](#)
 - b. Identify and describe advanced music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style, with attention to expressive challenges. [HSMC.PR.1.B](#)
 - c. Notate complex rhythms, melodies, and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. [HSMC.PR.1.C](#)
 - d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology. [HSMC.PR.1.D](#)
2. Develop and refine musical techniques and works for presentation. [HSMC.PR.2](#)
 - a. Demonstrate and justify a method for producing a clear and free tone, with the body and breath working together, using accurate intonation. [HSMC.PR.2.A](#)
 - b. Demonstrate and justify a method for singing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance. [HSMC.PR.2.B](#)
 - c. Exhibit vocal continuity through passaggio across vocal registers. [HSMC.PR.2.C](#)
 - d. Apply listening skills to achieve accurate intonation, blend, and balance in solo/and or ensemble singing throughout the vocal range. [HSMC.PR.2.D](#)
 - e. Describe and justify elements of vocal health, including the vocal mechanism, proper use, and physiological needs. [HSMC.PR.2.E](#)
 - f. Assess and justify applied rehearsal and performance strategies which address technical and expressive challenges. [HSMC.PR.2.F](#)
3. Convey meaning through the presentation of musical works. [HSMC.PR.3](#)
 - a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style, and historical eras. [HSMC.PR.3.A](#)
 - b. Demonstrate and respond to advanced conducting patterns and gestures, representing composer and conductor intent. [HSMC.PR.3.B](#)
 - c. Sing selected music from memory for public performance at least twice per year. [HSMC.PR.3.C](#)
 - d. Exhibit appropriate rehearsal and performance etiquette. [HSMC.PR.3.D](#)

Responding

1. Perceive, analyze and interpret meaning in musical works. **HSMC.RE.1**
 - a. Analyze and describe a musical score in terms of rhythm, melody, and form. **HSMC.RE.1.A**
 - b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. **HSMC.RE.1.B**
 - c. Analyze and justify student impressions of the emotions and thoughts that music conveys. **HSMC.RE.1.C**
 - d. Analyze and justify how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. **HSMC.RE.1.D**
2. Apply criteria to evaluate musical works. **HSMC.RE.2**
 - a. Apply student-developed criteria to justify evaluations of group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. **HSMC.RE.2.A**
 - b. Reflect on the nature of rehearsal and performance in music through discussion and writing. **HSMC.RE.2.B**

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. **HSMC.CN.1**
 - a. Explain and justify how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. **HSMC.CN.1.A**
 - b. Discuss and justify how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. **HSMC.CN.1.B**
 - c. Analyze the collaborative nature of the choral art. **HSMC.CN.1.C**
 2. Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. **HSMC.CN.2**
 - a. Analyze and justify historical and cultural characteristics of a varied repertoire including world music. **HSMC.CN.2.A**
 - b. Analyze and justify stylistic characteristics of a varied repertoire including world music through vocal performance. **HSMC.CN.2.B**
 - c. Analyze and justify historical period, composer, culture, and style of music presented in class. **HSMC.CN.2.C**
 - d. Analyze and justify how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community. **HSMC.CN.2.D**
 - e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. **HSMC.CN.2.E**
-

Beginning Men's Chorus

Creating

1. Generate and conceptualize musical ideas and works. [HSBMC.CR.1](#)
 - a. Improvise rhythmic patterns in duple meter and melodic patterns in major tonality. [HSBMC.CR.1.A](#)
 - b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). [HSBMC.CR.1.B](#)
 - c. Create movement for warm-ups and repertoire to distinguish various musical ideas. [HSBMC.CR.1.C](#)
 - d. Set short poetic phrases and texts to music. [HSBMC.CR.1.D](#)
 - e. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, beginning and ending on tonic. [HSBMC.CR.1.E](#)
2. Organize, develop, and revise musical ideas and works. [HSBMC.CR.2](#)
 - a. Share improvised, composed, or arranged pieces. [HSBMC.CR.2.A](#)
 - b. Use teacher-created criteria to refine improvised or composed pieces. [HSBMC.CR.2.B](#)

Performing

1. Analyze, interpret, and select musical works for presentation. [HSBMC.PR.1](#)
 - a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. [HSBMC.PR.1.A](#)
 - b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing. [HSBMC.PR.1.B](#)
 - c. Notate rhythms and melodies from aural examples utilizing a dictation method. [HSBMC.PR.1.C](#)
 - d. Read and notate music using available technology. [HSBMC.PR.1.D](#)
2. Develop and refine musical techniques and works for presentation. [HSBMC.PR.2](#)
 - a. Identify vocal anatomy and employ breathing techniques to support a clear and free tone using accurate intonation. [HSBMC.PR.2.A](#)
 - b. Identify aspects of vocal registers, as reflected in physiological changes, and vocal health affecting range and tone. [HSBMC.PR.2.B](#)
 - c. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. [HSBMC.PR.2.C](#)
 - d. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts. [HSBMC.PR.2.D](#)
3. Convey meaning through the presentation of musical works. [HSBMC.PR.3](#)
 - a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles. [HSBMC.PR.3.A](#)
 - b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique. [HSBMC.PR.3.B](#)
 - c. Sing selected music from memory for public performance at least twice per year. [HSBMC.PR.3.C](#)
 - d. Exhibit appropriate rehearsal and performance etiquette. [HSBMC.PR.3.D](#)

Responding

1. Perceive, analyze, and interpret meaning in musical works. [HSBMC.RE.1](#)
 - a. Identify and describe a musical score in terms of rhythm, melody, and form. [HSBMC.RE.1.A](#)
 - b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. [HSBMC.RE.1.B](#)
 - c. Describe the emotions and thoughts that music conveys. [HSBMC.RE.1.C](#)
 - d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. [HSBMC.RE.1.D](#)
2. Apply criteria to evaluate musical works. [HSBMC.RE.2](#)
 - a. Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. [HSBMC.RE.2.A](#)
 - b. Reflect on the nature of rehearsal and performance in music through discussion and writing. [HSBMC.RE.2.B](#)

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. [HSBMC.CN.1](#)
 - a. Discuss how music relates to personal development and enjoyment of life. [HSBMC.CN.1.A](#)
 - b. Describe how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. [HSBMC.CN.1.B](#)
 2. Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. [HSBMC.CN.2](#)
 - a. Identify historical and cultural characteristics of a varied repertoire including world music. [HSBMC.CN.2.A](#)
 - b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance. [HSBMC.CN.2.B](#)
 - c. Identify the historical period, composer, culture and style of music presented in class. [HSBMC.CN.2.C](#)
 - d. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. [HSBMC.CN.2.D](#)
-

Intermediate Men's Chorus

Creating

1. Generate and conceptualize musical ideas and works. [HSIMC.CR.1](#)
 - a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality. [HSIMC.CR.1.A](#)
 - b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). [HSIMC.CR.1.B](#)
 - c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas. [HSIMC.CR.1.C](#)
 - d. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and explain those creative decisions. [HSIMC.CR.1.D](#)
 - e. Set short poetic phrases and texts to music. [HSIMC.CR.1.E](#)
 - f. Compose four measure melodies in major and minor tonalities, duple and triple meters, within the range of a fifth, beginning and ending on tonic. [HSIMC.CR.1.F](#)
2. Organize, develop, and revise musical ideas and works. [HSIMC.CR.2](#)
 - a. Share improvised, composed, or arranged pieces. [HSIMC.CR.2.A](#)
 - b. Using teacher- or student-created criteria, refine improvised or composed pieces. [HSIMC.CR.2.B](#)

Performing

1. Analyze, interpret, and select musical works for presentation. **HSIMC.PR.1**
 - a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. **HSIMC.PR.1.A**
 - b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire. **HSIMC.PR.1.B**
 - c. Notate rhythms and melodies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. **HSIMC.PR.1.C**
 - d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology. **HSIMC.PR.1.D**
2. Develop and refine musical techniques and works for presentation. **HSIMC.PR.2**
 - a. Demonstrate appropriate singing posture and breathing techniques to support a clear and free tone using accurate intonation. **HSIMC.PR.2.A**
 - b. Sing with purity of vowels and articulate voiced and unvoiced consonants. **HSIMC.PR.2.B**
 - c. Explore vocal continuity through passaggio and across vocal registers. **HSIMC.PR.2.C**
 - d. Explore elements of vocal health, as reflected in physiological changes affecting range and tone. **HSIMC.PR.2.D**
 - e. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. **HSIMC.PR.2.E**
 - f. Develop aural skills to address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in two or more vocal parts. **HSIMC.PR.2.F**
3. Convey meaning through the presentation of musical works. **HSIMC.PR.3**
 - a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles. **HSIMC.PR.3.A**
 - b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique. **HSIMC.PR.3.B**
 - c. Sing selected music from memory for public performance at least twice per year. **HSIMC.PR.3.C**
 - d. Exhibit appropriate rehearsal and performance etiquette. **HSIMC.PR.3.D**

Responding

1. Perceive, analyze, and interpret meaning in musical works. [HSIMC.RE.1](#)
 - a. Explain and describe a musical score in terms of rhythm, melody, and form. [HSIMC.RE.1.A](#)
 - b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast. [HSIMC.RE.1.B](#)
 - c. Discuss the emotions and thoughts that music conveys. [HSIMC.RE.1.C](#)
 - d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. [HSIMC.RE.1.D](#)
2. Apply criteria to evaluate musical works. [HSIMC.RE.2](#)
 - a. Develop strategies to evaluate and improve group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. [HSIMC.RE.2.A](#)
 - b. Reflect on the nature of rehearsal and performance in music through discussion and writing. [HSIMC.RE.2.B](#)

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. [HSIMC.CN.1](#)
 - a. Discuss how music relates to personal development and enjoyment of life. [HSIMC.CN.1.A](#)
 - b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. [HSIMC.CN.1.B](#)
 - c. Demonstrate literacy skills through reading and discussing musical settings of varied literature. [HSIMC.CN.1.C](#)
 2. Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. [HSIMC.CN.2](#)
 - a. Discuss historical and cultural characteristics of a varied repertoire including world music. [HSIMC.CN.2.A](#)
 - b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance. [HSIMC.CN.2.B](#)
 - c. Identify the historical period, composer, culture and style of music presented in class. [HSIMC.CN.2.C](#)
 - d. Discuss the relationship between the music being studied and world events, history, and culture. [HSIMC.CN.2.D](#)
 - e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. [HSIMC.CN.2.E](#)
-

Advanced Men's Chorus

Creating

1. Generate and conceptualize musical ideas and works. [HSAMC.CR.1](#)
 - a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality. [HSAMC.CR.1.A](#)
 - b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). [HSAMC.CR.1.B](#)
 - c. Improvise variations of melodic phrases found in a varied repertoire of music. [HSAMC.CR.1.C](#)
 - d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas. [HSAMC.CR.1.D](#)
 - e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions. [HSAMC.CR.1.E](#)
 - f. Set short poetic phrases and texts to music. [HSAMC.CR.1.F](#)
 - g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic. [HSAMC.CR.1.G](#)
2. Organize, develop, and revise musical ideas and works. [HSAMC.CR.2](#)
 - a. Share improvised, composed, or arranged pieces. [HSAMC.CR.2.A](#)
 - b. Refine improvised or composed pieces using student-created criteria. [HSAMC.CR.2.B](#)

Performing

1. Analyze, interpret, and select musical works for presentation. [HSAMC.PR.1](#)
 - a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. [HSAMC.PR.1.A](#)
 - b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style. [HSAMC.PR.1.B](#)
 - c. Notate rhythms, melodies and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. [HSAMC.PR.1.C](#)
 - d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology. [HSAMC.PR.1.D](#)
2. Develop and refine musical techniques and works for presentation. [HSAMC.PR.2](#)
 - a. Demonstrate and explain how to produce a clear and free tone, with the body and breath working together, using accurate intonation. [HSAMC.PR.2.A](#)
 - b. Demonstrate and explain how to sing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance. [HSAMC.PR.2.B](#)
 - c. Develop vocal continuity through passaggio and across vocal registers. [HSAMC.PR.2.C](#)
 - d. Apply listening skills to adjust intonation, blend and balance in solo and/or ensemble singing. [HSAMC.PR.2.D](#)
 - e. Describe and explain elements of vocal health, including proper use and physiological needs. [HSAMC.PR.2.E](#)
 - f. Demonstrate how to adjust vowel and consonant sounds independently to enhance ensemble performance. [HSAMC.PR.2.F](#)
 - g. Demonstrate aural skills which address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in three or more vocal parts. [HSAMC.PR.2.G](#)
3. Convey meaning through the presentation of musical works. [HSAMC.PR.3](#)
 - a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style and historical eras. [HSAMC.PR.3.A](#)
 - b. Demonstrate and respond to advanced-conducting patterns and gestures, representing composer and conductor intent. [HSAMC.PR.3.B](#)
 - c. Sing selected music from memory for public performance at least twice per year. [HSAMC.PR.3.C](#)
 - d. Exhibit appropriate rehearsal and performance etiquette. [HSAMC.PR.3.D](#)

Responding

1. Perceive, analyze, and interpret meaning in musical works. [HSAMC.RE.1](#)
 - a. Analyze and describe a musical score in terms of rhythm, melody, and form. [HSAMC.RE.1.A](#)
 - b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. [HSAMC.RE.1.B](#)
 - c. Discuss the emotions and thoughts that music conveys. [HSAMC.RE.1.C](#)
 - d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. [HSAMC.RE.1.D](#)
2. Apply criteria to evaluate musical works. [HSAMC.RE.2](#)
 - a. Apply student-developed criteria to evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. [HSAMC.RE.2.A](#)
 - b. Reflect on the nature of rehearsal and performance in music through discussion and writing. [HSAMC.RE.2.B](#)

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. [HSAMC.CN.1](#)
 - a. Describe and discuss how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. [HSAMC.CN.1.A](#)
 - b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. [HSAMC.CN.1.B](#)
 - c. Discuss the collaborative nature of the choral art. [HSAMC.CN.1.C](#)
 2. Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. [HSAMC.CN.2](#)
 - a. Analyze historical and cultural characteristics of a varied repertoire including world music. [HSAMC.CN.2.A](#)
 - b. Describe, demonstrate, and analyze stylistic characteristics of a varied repertoire including world music through vocal performance. [HSAMC.CN.2.B](#)
 - c. Analyze historical period, composer, culture and style of music presented in class. [HSAMC.CN.2.C](#)
 - d. Discuss how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community. [HSAMC.CN.2.D](#)
 - e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. [HSAMC.CN.2.E](#)
-

Mastery Men's Chorus

Creating

1. Generate and conceptualize musical ideas and works. [HSMMC.CR.1](#)
 - a. Improvise rhythmic patterns in duple and triple meter, and melodic patterns in major and minor tonalities over a tonic, sub dominant, and dominant chord progression. [HSMMC.CR.1.A](#)
 - b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). [HSMMC.CR.1.B](#)
 - c. Improvise variations of melodic phrases found in a varied repertoire of music. [HSMMC.CR.1.C](#)
 - d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas. [HSMMC.CR.1.D](#)
 - e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions. [HSMMC.CR.1.E](#)
 - f. Set short poetic phrases and texts to music. [HSMMC.CR.1.F](#)
 - g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic. [HSMMC.CR.1.G](#)
2. Organize, develop, and revise musical ideas and works. [HSMMC.CR.2](#)
 - a. Share improvised, composed, or arranged pieces. [HSMMC.CR.2.A](#)
 - b. Refine improvised or composed pieces using student-created criteria. [HSMMC.CR.2.B](#)

Performing

1. Analyze, interpret, and select musical works for presentation. [HSMCC.PR.1](#)
 - a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. [HSMCC.PR.1.A](#)
 - b. Identify and describe advanced music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style, with attention to expressive challenges. [HSMCC.PR.1.B](#)
 - c. Notate complex rhythms, melodies, and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. [HSMCC.PR.1.C](#)
 - d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology. [HSMCC.PR.1.D](#)
2. Develop and refine musical techniques and works for presentation. [HSMCC.PR.2](#)
 - a. Demonstrate and justify a method for producing a clear and free tone, with the body and breath working together, using accurate intonation. [HSMCC.PR.2.A](#)
 - b. Demonstrate and justify a method for singing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance. [HSMCC.PR.2.B](#)
 - c. Exhibit vocal continuity through passaggio across vocal registers. [HSMCC.PR.2.C](#)
 - d. Apply listening skills to achieve accurate intonation, blend, and balance in solo/and or ensemble singing throughout the vocal range. [HSMCC.PR.2.D](#)
 - e. Describe and justify elements of vocal health, including the vocal mechanism, proper use, and physiological needs. [HSMCC.PR.2.E](#)
 - f. Assess and justify applied rehearsal and performance strategies which address technical and expressive challenges. [HSMCC.PR.2.F](#)
3. Convey meaning through the presentation of musical works. [HSMCC.PR.3](#)
 - a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style, and historical eras. [HSMCC.PR.3.A](#)
 - b. Demonstrate and respond to advanced conducting patterns and gestures, representing composer and conductor intent. [HSMCC.PR.3.B](#)
 - c. Sing selected music from memory for public performance at least twice per year. [HSMCC.PR.3.C](#)
 - d. Exhibit appropriate rehearsal and performance etiquette. [HSMCC.PR.3.D](#)

Responding

1. Perceive, analyze and interpret meaning in musical works. **HSMMC.RE.1**
 - a. Analyze and describe a musical score in terms of rhythm, melody, and form. **HSMMC.RE.1.A**
 - b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. **HSMMC.RE.1.B**
 - c. Analyze and justify student impressions of the emotions and thoughts that music conveys. **HSMMC.RE.1.C**
 - d. Analyze and justify how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. **HSMMC.RE.1.D**
2. Apply criteria to evaluate musical works. **HSMMC.RE.2**
 - a. Apply student-developed criteria to justify evaluations of group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. **HSMMC.RE.2.A**
 - b. Reflect on the nature of rehearsal and performance in music through discussion and writing. **HSMMC.RE.2.B**

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. **HSMMC.CN.1**
 - a. Explain and justify how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. **HSMMC.CN.1.A**
 - b. Discuss and justify how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. **HSMMC.CN.1.B**
 - c. Analyze the collaborative nature of the choral art. **HSMMC.CN.1.C**
 2. Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. **HSMMC.CN.2**
 - a. Analyze and justify historical and cultural characteristics of a varied repertoire including world music. **HSMMC.CN.2.A**
 - b. Analyze and justify stylistic characteristics of a varied repertoire including world music through vocal performance. **HSMMC.CN.2.B**
 - c. Analyze and justify historical period, composer, culture, and style of music presented in class. **HSMMC.CN.2.C**
 - d. Analyze and justify how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community. **HSMMC.CN.2.D**
 - e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. **HSMMC.CN.2.E**
-

Beginning Women's Chorus

Creating

1. Generate and conceptualize musical ideas and works. [HSBWC.CR.1](#)
 - a. Improvise rhythmic patterns in duple meter and melodic patterns in major tonality. [HSBWC.CR.1.A](#)
 - b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). [HSBWC.CR.1.B](#)
 - c. Create movement for warm-ups and repertoire to distinguish various musical ideas. [HSBWC.CR.1.C](#)
 - d. Set short poetic phrases and texts to music. [HSBWC.CR.1.D](#)
 - e. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, beginning and ending on tonic. [HSBWC.CR.1.E](#)
2. Organize, develop, and revise musical ideas and works. [HSBWC.CR.2](#)
 - a. Share improvised, composed, or arranged pieces. [HSBWC.CR.2.A](#)
 - b. Use teacher-created criteria to refine improvised or composed pieces. [HSBWC.CR.2.B](#)

Performing

1. Analyze, interpret, and select musical works for presentation. [HSBWC.PR.1](#)
 - a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. [HSBWC.PR.1.A](#)
 - b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing. [HSBWC.PR.1.B](#)
 - c. Notate rhythms and melodies from aural examples utilizing a dictation method. [HSBWC.PR.1.C](#)
 - d. Read and notate music using available technology. [HSBWC.PR.1.D](#)
2. Develop and refine musical techniques and works for presentation. [HSBWC.PR.2](#)
 - a. Identify vocal anatomy and employ breathing techniques to support a clear and free tone using accurate intonation. [HSBWC.PR.2.A](#)
 - b. Identify aspects of vocal registers, as reflected in physiological changes, and vocal health affecting range and tone. [HSBWC.PR.2.B](#)
 - c. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. [HSBWC.PR.2.C](#)
 - d. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts. [HSBWC.PR.2.D](#)
3. Convey meaning through the presentation of musical works. [HSBWC.PR.3](#)
 - a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles. [HSBWC.PR.3.A](#)
 - b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique. [HSBWC.PR.3.B](#)
 - c. Sing selected music from memory for public performance at least twice per year. [HSBWC.PR.3.C](#)
 - d. Exhibit appropriate rehearsal and performance etiquette. [HSBWC.PR.3.D](#)

Responding

1. Perceive, analyze, and interpret meaning in musical works. **HSBWC.RE.1**
 - a. Identify and describe a musical score in terms of rhythm, melody, and form. **HSBWC.RE.1.A**
 - b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. **HSBWC.RE.1.B**
 - c. Describe the emotions and thoughts that music conveys. **HSBWC.RE.1.C**
 - d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. **HSBWC.RE.1.D**
2. Apply criteria to evaluate musical works. **HSBWC.RE.2**
 - a. Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. **HSBWC.RE.2.A**
 - b. Reflect on the nature of rehearsal and performance in music through discussion and writing. **HSBWC.RE.2.B**

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. **HSBWC.CN.1**
 - a. Discuss how music relates to personal development and enjoyment of life. **HSBWC.CN.1.A**
 - b. Describe how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. **HSBWC.CN.1.B**
 2. Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. **HSBWC.CN.2**
 - a. Identify historical and cultural characteristics of a varied repertoire including world music. **HSBWC.CN.2.A**
 - b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance. **HSBWC.CN.2.B**
 - c. Identify the historical period, composer, culture and style of music presented in class. **HSBWC.CN.2.C**
 - d. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. **HSBWC.CN.2.D**
-

Intermediate Women's Chorus

Creating

1. Generate and conceptualize musical ideas and works. [HSIWC.CR.1](#)
 - a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality. [HSIWC.CR.1.A](#)
 - b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). [HSIWC.CR.1.B](#)
 - c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas. [HSIWC.CR.1.C](#)
 - d. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and explain those creative decisions. [HSIWC.CR.1.D](#)
 - e. Set short poetic phrases and texts to music. [HSIWC.CR.1.E](#)
 - f. Compose four measure melodies in major and minor tonalities, duple and triple meters, within the range of a fifth, beginning and ending on tonic. [HSIWC.CR.1.F](#)
2. Organize, develop, and revise musical ideas and works. [HSIWC.CR.2](#)
 - a. Share improvised, composed, or arranged pieces. [HSIWC.CR.2.A](#)
 - b. Using teacher- or student-created criteria, refine improvised or composed pieces. [HSIWC.CR.2.B](#)

Performing

1. Analyze, interpret, and select musical works for presentation. [HSIWC.PR.1](#)
 - a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. [HSIWC.PR.1.A](#)
 - b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire. [HSIWC.PR.1.B](#)
 - c. Notate rhythms and melodies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. [HSIWC.PR.1.C](#)
 - d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology. [HSIWC.PR.1.D](#)
2. Develop and refine musical techniques and works for presentation. [HSIWC.PR.2](#)
 - a. Demonstrate appropriate singing posture and breathing techniques to support a clear and free tone using accurate intonation. [HSIWC.PR.2.A](#)
 - b. Sing with purity of vowels and articulate voiced and unvoiced consonants. [HSIWC.PR.2.B](#)
 - c. Explore vocal continuity through passaggio and across vocal registers. [HSIWC.PR.2.C](#)
 - d. Explore elements of vocal health, as reflected in physiological changes affecting range and tone. [HSIWC.PR.2.D](#)
 - e. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. [HSIWC.PR.2.E](#)
 - f. Develop aural skills to address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in two or more vocal parts. [HSIWC.PR.2.F](#)
3. Convey meaning through the presentation of musical works. [HSIWC.PR.3](#)
 - a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles. [HSIWC.PR.3.A](#)
 - b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique. [HSIWC.PR.3.B](#)
 - c. Sing selected music from memory for public performance at least twice per year. [HSIWC.PR.3.C](#)
 - d. Exhibit appropriate rehearsal and performance etiquette. [HSIWC.PR.3.D](#)

Responding

1. Perceive, analyze, and interpret meaning in musical works. [HSIWC.RE.1](#)
 - a. Explain and describe a musical score in terms of rhythm, melody, and form. [HSIWC.RE.1.A](#)
 - b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast. [HSIWC.RE.1.B](#)
 - c. Discuss the emotions and thoughts that music conveys. [HSIWC.RE.1.C](#)
 - d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. [HSIWC.RE.1.D](#)
2. Apply criteria to evaluate musical works. [HSIWC.RE.2](#)
 - a. Develop strategies to evaluate and improve group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. [HSIWC.RE.2.A](#)
 - b. Reflect on the nature of rehearsal and performance in music through discussion and writing. [HSIWC.RE.2.B](#)

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. [HSIWC.CN.1](#)
 - a. Discuss how music relates to personal development and enjoyment of life. [HSIWC.CN.1.A](#)
 - b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. [HSIWC.CN.1.B](#)
 - c. Demonstrate literacy skills through reading and discussing musical settings of varied literature. [HSIWC.CN.1.C](#)
 2. Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. [HSIWC.CN.2](#)
 - a. Discuss historical and cultural characteristics of a varied repertoire including world music. [HSIWC.CN.2.A](#)
 - b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance. [HSIWC.CN.2.B](#)
 - c. Identify the historical period, composer, culture and style of music presented in class. [HSIWC.CN.2.C](#)
 - d. Discuss the relationship between the music being studied and world events, history, and culture. [HSIWC.CN.2.D](#)
 - e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. [HSIWC.CN.2.E](#)
-

Advanced Women's Chorus

Creating

1. Generate and conceptualize musical ideas and works. [HSAWC.CR.1](#)
 - a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality. [HSAWC.CR.1.A](#)
 - b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). [HSAWC.CR.1.B](#)
 - c. Improvise variations of melodic phrases found in a varied repertoire of music. [HSAWC.CR.1.C](#)
 - d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas. [HSAWC.CR.1.D](#)
 - e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions. [HSAWC.CR.1.E](#)
 - f. Set short poetic phrases and texts to music. [HSAWC.CR.1.F](#)
 - g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic. [HSAWC.CR.1.G](#)
2. Organize, develop, and revise musical ideas and works. [HSAWC.CR.2](#)
 - a. Share improvised, composed, or arranged pieces. [HSAWC.CR.2.A](#)
 - b. Refine improvised or composed pieces using student-created criteria. [HSAWC.CR.2.B](#)

Performing

1. Analyze, interpret, and select musical works for presentation. [HSAWC.PR.1](#)
 - a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. [HSAWC.PR.1.A](#)
 - b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style. [HSAWC.PR.1.B](#)
 - c. Notate rhythms, melodies and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. [HSAWC.PR.1.C](#)
 - d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology. [HSAWC.PR.1.D](#)
2. Develop and refine musical techniques and works for presentation. [HSAWC.PR.2](#)
 - a. Demonstrate and explain how to produce a clear and free tone, with the body and breath working together, using accurate intonation. [HSAWC.PR.2.A](#)
 - b. Demonstrate and explain how to sing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance. [HSAWC.PR.2.B](#)
 - c. Develop vocal continuity through passaggio and across vocal registers. [HSAWC.PR.2.C](#)
 - d. Apply listening skills to adjust intonation, blend and balance in solo and/or ensemble singing. [HSAWC.PR.2.D](#)
 - e. Describe and explain elements of vocal health, including proper use and physiological needs. [HSAWC.PR.2.E](#)
 - f. Demonstrate how to adjust vowel and consonant sounds independently to enhance ensemble performance. [HSAWC.PR.2.F](#)
 - g. Demonstrate aural skills which address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in three or more vocal parts. [HSAWC.PR.2.G](#)
3. Convey meaning through the presentation of musical works. [HSAWC.PR.3](#)
 - a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style and historical eras. [HSAWC.PR.3.A](#)
 - b. Demonstrate and respond to advanced-conducting patterns and gestures, representing composer and conductor intent. [HSAWC.PR.3.B](#)
 - c. Sing selected music from memory for public performance at least twice per year. [HSAWC.PR.3.C](#)
 - d. Exhibit appropriate rehearsal and performance etiquette. [HSAWC.PR.3.D](#)

Responding

1. Perceive, analyze, and interpret meaning in musical works. [HSAWC.RE.1](#)
 - a. Analyze and describe a musical score in terms of rhythm, melody, and form. [HSAWC.RE.1.A](#)
 - b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. [HSAWC.RE.1.B](#)
 - c. Discuss the emotions and thoughts that music conveys. [HSAWC.RE.1.C](#)
 - d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. [HSAWC.RE.1.D](#)
2. Apply criteria to evaluate musical works. [HSAWC.RE.2](#)
 - a. Apply student-developed criteria to evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. [HSAWC.RE.2.A](#)
 - b. Reflect on the nature of rehearsal and performance in music through discussion and writing. [HSAWC.RE.2.B](#)

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. [HSAWC.CN.1](#)
 - a. Describe and discuss how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. [HSAWC.CN.1.A](#)
 - b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. [HSAWC.CN.1.B](#)
 - c. Discuss the collaborative nature of the choral art. [HSAWC.CN.1.C](#)
 2. Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. [HSAWC.CN.2](#)
 - a. Analyze historical and cultural characteristics of a varied repertoire including world music. [HSAWC.CN.2.A](#)
 - b. Describe, demonstrate, and analyze stylistic characteristics of a varied repertoire including world music through vocal performance. [HSAWC.CN.2.B](#)
 - c. Analyze historical period, composer, culture and style of music presented in class. [HSAWC.CN.2.C](#)
 - d. Discuss how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community. [HSAWC.CN.2.D](#)
 - e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. [HSAWC.CN.2.E](#)
-

Mastery Women's Chorus

Creating

1. Generate and conceptualize musical ideas and works. [HSMWC.CR.1](#)
 - a. Improvise rhythmic patterns in duple and triple meter, and melodic patterns in major and minor tonalities over a tonic, sub dominant, and dominant chord progression. [HSMWC.CR.1.A](#)
 - b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). [HSMWC.CR.1.B](#)
 - c. Improvise variations of melodic phrases found in a varied repertoire of music. [HSMWC.CR.1.C](#)
 - d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas. [HSMWC.CR.1.D](#)
 - e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions. [HSMWC.CR.1.E](#)
 - f. Set short poetic phrases and texts to music. [HSMWC.CR.1.F](#)
 - g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic. [HSMWC.CR.1.G](#)
2. Organize, develop, and revise musical ideas and works. [HSMWC.CR.2](#)
 - a. Share improvised, composed, or arranged pieces. [HSMWC.CR.2.A](#)
 - b. Refine improvised or composed pieces using student-created criteria. [HSMWC.CR.2.B](#)

Performing

1. Analyze, interpret, and select musical works for presentation. [HSMWC.PR.1](#)
 - a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. [HSMWC.PR.1.A](#)
 - b. Identify and describe advanced music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style, with attention to expressive challenges. [HSMWC.PR.1.B](#)
 - c. Notate complex rhythms, melodies, and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. [HSMWC.PR.1.C](#)
 - d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology. [HSMWC.PR.1.D](#)
2. Develop and refine musical techniques and works for presentation. [HSMWC.PR.2](#)
 - a. Demonstrate and justify a method for producing a clear and free tone, with the body and breath working together, using accurate intonation. [HSMWC.PR.2.A](#)
 - b. Demonstrate and justify a method for singing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance. [HSMWC.PR.2.B](#)
 - c. Exhibit vocal continuity through passaggio across vocal registers. [HSMWC.PR.2.C](#)
 - d. Apply listening skills to achieve accurate intonation, blend, and balance in solo/and or ensemble singing throughout the vocal range. [HSMWC.PR.2.D](#)
 - e. Describe and justify elements of vocal health, including the vocal mechanism, proper use, and physiological needs. [HSMWC.PR.2.E](#)
 - f. Assess and justify applied rehearsal and performance strategies which address technical and expressive challenges. [HSMWC.PR.2.F](#)
3. Convey meaning through the presentation of musical works. [HSMWC.PR.3](#)
 - a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style, and historical eras. [HSMWC.PR.3.A](#)
 - b. Demonstrate and respond to advanced conducting patterns and gestures, representing composer and conductor intent. [HSMWC.PR.3.B](#)
 - c. Sing selected music from memory for public performance at least twice per year. [HSMWC.PR.3.C](#)
 - d. Exhibit appropriate rehearsal and performance etiquette. [HSMWC.PR.3.D](#)

Responding

1. Perceive, analyze and interpret meaning in musical works. [HSMWC.RE.1](#)
 - a. Analyze and describe a musical score in terms of rhythm, melody, and form. [HSMWC.RE.1.A](#)
 - b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. [HSMWC.RE.1.B](#)
 - c. Analyze and justify student impressions of the emotions and thoughts that music conveys. [HSMWC.RE.1.C](#)
 - d. Analyze and justify how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. [HSMWC.RE.1.D](#)
2. Apply criteria to evaluate musical works. [HSMWC.RE.2](#)
 - a. Apply student-developed criteria to justify evaluations of group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. [HSMWC.RE.2.A](#)
 - b. Reflect on the nature of rehearsal and performance in music through discussion and writing. [HSMWC.RE.2.B](#)

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. [HSMWC.CN.1](#)
 - a. Explain and justify how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. [HSMWC.CN.1.A](#)
 - b. Discuss and justify how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. [HSMWC.CN.1.B](#)
 - c. Analyze the collaborative nature of the choral art. [HSMWC.CN.1.C](#)
 2. Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. [HSMWC.CN.2](#)
 - a. Analyze and justify historical and cultural characteristics of a varied repertoire including world music. [HSMWC.CN.2.A](#)
 - b. Analyze and justify stylistic characteristics of a varied repertoire including world music through vocal performance. [HSMWC.CN.2.B](#)
 - c. Analyze and justify historical period, composer, culture, and style of music presented in class. [HSMWC.CN.2.C](#)
 - d. Analyze and justify how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community. [HSMWC.CN.2.D](#)
 - e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings. [HSMWC.CN.2.E](#)
-

Beginning Guitar

Creating

1. Improvise melodies, variations, and accompaniments. **HSBG.CR.1**
 - a. Generate musical ideas (e.g. melody, rhythm, and harmony), for simple melodies and chordal accompaniments. **HSBG.CR.1.A**
 - b. Improvise simple melodies from a given range of pitches. **HSBG.CR.1.B**
 - c. Improvise simple harmonic accompaniments in a teacher provided key. **HSBG.CR.1.C**
2. Compose and arrange music within specified guidelines. **HSBG.CR.2**
 - a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording). **HSBG.CR.2.A**
 - b. Create simple guitar "riffs", melodies, and strumming patterns in 4/4 time. **HSBG.CR.2.B**
 - c. Apply teacher-created criteria to assess personal or peer composition and/or improvisation. **HSBG.CR.2.C**
 - d. Share personal composition and/or improvisation. **HSBG.CR.2.D**

Performing

1. Perform on guitar through a varied repertoire of music, alone and/or with others. **HSBG.PR.1**
 - a. Demonstrate basic guitar performance skills. **HSBG.PR.1.A**
 - b. Incorporate aural skills to match pitch and sing phrases of moderate difficulty. **HSBG.PR.1.B**
 - c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement. **HSBG.PR.1.C**
 - d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique. **HSBG.PR.1.D**
2. Select and perform a varied repertoire of musical works using teacher and/or student-created criteria (e.g. skill level, artistic merit, personal interest). **HSBG.PR.2**
3. Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music. **HSBG.PR.3**
 - a. Perform basic chord progressions (e.g., keys of G, A, D, C, and E). **HSBG.PR.3.A**
 - b. Perform notes in first position. **HSBG.PR.3.B**
 - c. Perform simple melodies. **HSBG.PR.3.C**
 - d. Perform stylistic characteristics of a varied repertoire. **HSBG.PR.3.D**
4. Read and notate music. **HSBG.PR.4**
 - a. Demonstrate foundational reading skills. **HSBG.PR.4.A**
 - b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation) **HSBG.PR.4.B**
 - c. Read, notate, and perform notes in first position and basic rhythm guitar (e.g. keys of G, A, D, C, and E). **HSBG.PR.4.C**
 - d. Identify and demonstrate basic dynamics, tempo, articulation, and expression markings. **HSBG.PR.4.D**

Responding

1. Listen to, analyze, and describe music. **HSBG.RE.1**
 - a. Analyze how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA). **HSBG.RE.1.A**
2. Evaluate music and music performances. **HSBG.RE.2**
 - a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer. **HSBG.RE.2.A**
 - b. Individually assess solo and ensemble performances using teacher-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations). **HSBG.RE.2.B**

Connecting

1. Understand relationships between music, the other arts, and disciplines outside the arts. **HSBG.CN.1**
 - a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences. **HSBG.CN.1.A**
 2. Understand music in relation to history and culture. **HSBG.CN.2**
 - a. Explore musical ideas and works with varied contexts to deepen understanding. **HSBG.CN.2.A**
 - b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. **HSBG.CN.2.B**
 - c. Explore various career paths in music. **HSBG.CN.2.C**
 - d. Explore performances and genres of influential guitarists and musicians. **HSBG.CN.2.D**
-

Intermediate Guitar

Creating

1. Improvise melodies, variations, and accompaniments. **HSIG.CR.1**
 - a. Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments from a given range of pitches. **HSIG.CR.1.A**
 - b. Improvise simple melodies using various scales (e.g. major, minor, pentatonic) and styles. **HSIG.CR.1.B**
 - c. Improvise harmonic accompaniments in the keys of G, A, D, C, and E. **HSIG.CR.1.C**
2. Compose and arrange music within specified guidelines. **HSIG.CR.2**
 - a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording). **HSIG.CR.2.A**
 - b. Create simple guitar "riffs", melodies, and strumming patterns in 4/4 time. **HSIG.CR.2.B**
 - c. Apply teacher-created criteria to assess personal or peer composition and/or improvisation. **HSIG.CR.2.C**
 - d. Share personal composition and/or improvisation. **HSIG.CR.2.D**

Performing

1. Perform on guitar through a varied repertoire of music, alone and/or with others. **HSIG.PR.1**
 - a. Demonstrate foundational guitar performance skills. **HSIG.PR.1.A**
 - b. Incorporate aural skills to match pitch and sing simple phrases. **HSIG.PR.1.B**
 - c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement. **HSIG.PR.1.C**
 - d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique. **HSIG.PR.1.D**
2. Select and perform a varied repertoire of musical works using teacher-created criteria (e.g. skill level, artistic merit, personal interest). **HSIG.PR.2**
3. Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music. **HSIG.PR.3**
 - a. Perform stylistic characteristics of a varied repertoire. **HSIG.PR.3.A**
 - b. Perform using free stroke, rest stroke, and/or plectrum. **HSIG.PR.3.B**
 - c. Perform notes in various positions, including accidentals. **HSIG.PR.3.C**
 - d. Perform basic chord progressions in G, A, D, C, and E (suggested keys). **HSIG.PR.3.D**
 - e. Perform twelve-bar blues in various keys. **HSIG.PR.3.E**
 - f. Perform "5 chords" (power chords) in various positions. **HSIG.PR.3.F**
 - g. Perform rhythms including eighth and dotted values. **HSIG.PR.3.G**
 - h. Perform basic rhythm guitar in various positions (suggested keys of G, A, D, C, and E). **HSIG.PR.3.H**
4. Read and notate music. **HSIG.PR.4**
 - a. Demonstrate foundational reading skills. **HSIG.PR.4.A**
 - b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation). **HSIG.PR.4.B**
 - c. Read, notate, and perform notes, including accidentals, in first various positions, and basic rhythm guitar (e.g. keys of G, A, D, C, and E). **HSIG.PR.4.C**
 - d. Identify and demonstrate basic dynamics, tempo, articulation, and expression markings. **HSIG.PR.4.D**
 - e. Read twelve-bar blues in various keys. **HSIG.PR.4.E**
 - f. Read "5 chords" (power chords) in various positions. **HSIG.PR.4.F**
 - g. Demonstrate reading ability using free stroke, rest stroke, and plectrum. **HSIG.PR.4.G**

Responding

1. Listen to, analyze, and describe music. **HSIG.RE.1**
 - a. Analyze how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA). **HSIG.RE.1.A**
2. Evaluate music and music performances. **HSIG.RE.2**
 - a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer. **HSIG.RE.2.A**
 - b. Individually assess solo and ensemble performances using teacher-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations). **HSIG.RE.2.B**

Connecting

1. Understand relationships between music, the other arts, and disciplines outside the arts. **HSIG.CN.1**
 - a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences. **HSIG.CN.1.A**
 2. Understand music in relation to history and culture. **HSIG.CN.2**
 - a. Explore musical ideas and works with varied contexts to deepen understanding. **HSIG.CN.2.A**
 - b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. **HSIG.CN.2.B**
 - c. Explore various career paths in music. **HSIG.CN.2.C**
 - d. Explore performances and genres of influential guitarists and musicians. **HSIG.CN.2.D**
-

Advanced Guitar

Creating

1. Improvise melodies, variations, and accompaniments. **HSAG.CR.1**
 - a. Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments of moderate complexity. **HSAG.CR.1.A**
 - b. Improvise harmonic accompaniments in the keys of G, A, D, C, and E. **HSAG.CR.1.B**
 - c. Improvise in various scales and modes over an established harmonic progression (e.g. blues, folk, rock, country, reggae). **HSAG.CR.1.C**
2. Compose and arrange music within specified guidelines. **HSAG.CR.2**
 - a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording). **HSAG.CR.2.A**
 - b. Compose a song (individually and/or collaboratively) according to certain criteria (e.g. chord progression, melody, lyrics, harmony, riffs). **HSAG.CR.2.B**
 - c. Apply criteria to assess personal or peer composition and/or improvisation. **HSAG.CR.2.C**
 - d. Share personal composition and/or improvisation. **HSAG.CR.2.D**

Performing

1. Perform on guitar through a varied repertoire of music, alone and/or with others. [HSAG.PR.1](#)
 - a. Demonstrate advanced guitar performance skills. [HSAG.PR.1.A](#)
 - b. Incorporate aural skills to match pitch and sing phrases of moderate difficulty. [HSAG.PR.1.B](#)
 - c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement. [HSAG.PR.1.C](#)
 - d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique. [HSAG.PR.1.D](#)
2. Select and perform a varied repertoire of musical works using teacher and/or student-created criteria (e.g. skill level, artistic merit, personal interest). [HSAG.PR.2](#)
3. Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music. [HSAG.PR.3](#)
 - a. Perform stylistic characteristics of a varied repertoire. [HSAG.PR.3.A](#)
 - b. Perform using free stroke, rest stroke, and/or plectrum. [HSAG.PR.3.B](#)
 - c. Perform notes in various positions, including accidentals. [HSAG.PR.3.C](#)
 - d. Perform basic chord progressions in various major and minor keys. [HSAG.PR.3.D](#)
 - e. Perform twelve-bar blues in various keys. [HSAG.PR.3.E](#)
 - f. Perform closed position chords (e.g. "5 chords", barre chords). [HSAG.PR.3.F](#)
 - g. Perform rhythms that include syncopation and sixteenth values. [HSAG.PR.3.G](#)
 - h. Perform basic rhythm guitar in various major and minor keys. [HSAG.PR.3.H](#)
 - i. Demonstrate the ability to tune the guitar. [HSAG.PR.3.I](#)
4. Read and notate music. [HSAG.PR.4](#)
 - a. Demonstrate advanced reading skills. [HSAG.PR.4.A](#)
 - b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation). [HSAG.PR.4.B](#)
 - c. Read, notate, and perform notes, including accidentals, in first various positions, and basic rhythm guitar (e.g. keys of G, A, D, C, and E). [HSAG.PR.4.C](#)
 - d. Identify and demonstrate basic dynamics, tempo, articulation, and expression markings. [HSAG.PR.4.D](#)
 - e. Read twelve-bar blues in various keys. [HSAG.PR.4.E](#)
 - f. Read "5 chords" (power chords) in various positions. [HSAG.PR.4.F](#)
 - g. Demonstrate reading ability using free stroke, rest stroke, pima, and plectrum. [HSAG.PR.4.G](#)

Responding

1. Listen to, analyze, and describe music. [HSAG.RE.1](#)
 - a. Analyze how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA). [HSAG.RE.1.A](#)
2. Evaluate music and music performances. [HSAG.RE.2](#)
 - a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer. [HSAG.RE.2.A](#)
 - b. Individually assess solo and ensemble performances using teacher-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations). [HSAG.RE.2.B](#)

Connecting

1. Understand relationships between music, the other arts, and disciplines outside the arts. [HSAG.CN.1](#)
 - a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences. [HSAG.CN.1.A](#)
 2. Understand music in relation to history and culture. [HSAG.CN.2](#)
 - a. Explore musical ideas and works with varied contexts to deepen understanding. [HSAG.CN.2.A](#)
 - b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. [HSAG.CN.2.B](#)
 - c. Explore various career paths in music. [HSAG.CN.2.C](#)
 - d. Explore performances and genres of influential guitarists and musicians. [HSAG.CN.2.D](#)
-

Mastery Guitar

Creating

1. Improvise melodies, variations, and accompaniments. **HSMG.CR.1**
 - a. Generate musical ideas (e.g. melody, rhythm, harmony) for simple melodies and chordal accompaniments of moderate complexity. **HSMG.CR.1.A**
 - b. Improvise melodies in various modes and styles. **HSMG.CR.1.B**
 - c. Improvise harmonic accompaniment in various modes. **HSMG.CR.1.C**
 - d. Improvise in various scales and modes over an established harmonic progression in a variety of styles (e.g. blues, folk, rock, country, reggae). **HSMG.CR.1.D**
2. Compose and arrange music within specified guidelines. **HSMG.CR.2**
 - a. Select and develop musical ideas for defined purposes and contexts using a variety of media (e.g. standard and nonstandard notation, audio/visual recording). **HSMG.CR.2.A**
 - b. Compose a song (individually and/or collaboratively) according to certain criteria (e.g. chord progression, melody, lyrics, harmony, riffs). **HSMG.CR.2.B**
 - c. Explain and justify student-generated criteria to assess personal or peer composition and/or improvisation. **HSMG.CR.2.C**
 - d. Share personal composition and/or improvisation. **HSMG.CR.2.D**
 - e. Create and maintain notated/audio/video portfolio of student compositions. **HSMG.CR.2.E**

Performing

1. Perform on guitar through a varied repertoire of music, alone and/or with others. [HSMG.PR.1](#)
 - a. Demonstrate advanced guitar performance skills. [HSMG.PR.1.A](#)
 - b. Incorporate aural skills to match pitch and sing phrases of moderate difficulty. [HSMG.PR.1.B](#)
 - c. Demonstrate correct playing posture (e.g. classical, folk, standing, crossed leg), hand position, and finger placement. [HSMG.PR.1.C](#)
 - d. Produce a quality sound on single and multiple strings with fingerstyle and/or plectrum technique. [HSMG.PR.1.D](#)
2. Select and perform a varied repertoire of musical works using student- created criteria (e.g. skill level, artistic merit, personal interest). [HSMG.PR.2](#)
3. Perform expressively, with appropriate interpretation and technical accuracy, in individual performances of a varied repertoire of music. [HSMG.PR.3](#)
 - a. Perform stylistic characteristics of a varied repertoire. [HSMG.PR.3.A](#)
 - b. Perform using free stroke, rest stroke, and/or plectrum. [HSMG.PR.3.B](#)
 - c. Perform notes and scales in various positions, including accidentals. [HSMG.PR.3.C](#)
 - d. Perform chord progressions in in various major and minor keys. [HSMG.PR.3.D](#)
 - e. Perform twelve-bar blues in various keys. [HSMG.PR.3.E](#)
 - f. Perform closed position chords (e.g. "5 chords", barre chords, inversions). [HSMG.PR.3.F](#)
 - g. Perform rhythms that include syncopation, triplets, and sixteenth values. [HSMG.PR.3.G](#)
 - h. Perform complex rhythms on guitar in various applications. [HSMG.PR.3.H](#)
 - i. Perform articulations and ornamentations appropriate to style and genre. [HSMG.PR.3.I](#)
 - j. Demonstrate the ability to tune the guitar. [HSMG.PR.3.J](#)
 - k. Create and maintain digital portfolio of individual and ensemble performances. [HSMG.PR.3.K](#)
 - l. Create and maintain a collegiate resume. [HSMG.PR.3.L](#)
4. Read and notate music. [HSMG.PR.4](#)
 - a. Demonstrate advanced reading skills. [HSMG.PR.4.A](#)
 - b. Identify notes (e.g. fretboard diagrams, standard and/or tablature notation). [HSMG.PR.4.B](#)
 - c. Read and notate rhythms, including syncopation and sixteenth values. [HSMG.PR.4.C](#)
 - d. Read and notate rhythms on guitar in various major and minor keys. [HSMG.PR.4.D](#)

- e. Read, notate, and perform notes, including accidentals, in various positions, and rhythms on guitar in various major and minor keys. [HSMG.PR.4.E](#)
 - f. Identify and demonstrate dynamics, tempo, articulation, and expression markings. [HSMG.PR.4.F](#)
 - g. Read twelve-bar blues in various keys. [HSMG.PR.4.G](#)
 - h. Read "5 chords" (power chords) in various positions. [HSMG.PR.4.H](#)
 - i. Demonstrate reading chords (e.g. "5 chords", barre chords) and scales in various positions. [HSMG.PR.4.I](#)
 - j. Demonstrate reading ability using free stroke, rest stroke, pima and plectrum. [HSMG.PR.4.J](#)
 - k. Demonstrate the ability to perform minor maintenance (e.g. string change). [HSMG.PR.4.K](#)
-

Responding

- 1. Listen to, analyze, and describe music. [HSMG.RE.1](#)
 - a. Analyze and justify how the structure and context of varied musical works inform the response (e.g. identifying verse/chorus/bridge, AB, ABA, twelve bar blues, rounded binary, rondo). [HSMG.RE.1.A](#)
 - 2. Evaluate music and music performances. [HSMG.RE.2](#)
 - a. Interpret and convey the intent and meaning of musical selections (e.g. meter, rhythm, tonality, phrasing, style, instrumentation) that reflect the expressive intent of the creator or performer. [HSMG.RE.2.A](#)
 - b. Individually assess solo and ensemble performances using student-created criteria (e.g. importance of roles, accuracy of rhythm and notes, ensemble, balance, precision, audience expectations). [HSMG.RE.2.B](#)
-

Connecting

- 1. Understand relationships between music, the other arts, and disciplines outside the arts. [HSMG.CN.1](#)
 - a. Explain how music connects and integrates multiple disciplines, social and historical contexts, and personal experiences. [HSMG.CN.1.A](#)
 - 2. Understand music in relation to history and culture. [HSMG.CN.2](#)
 - a. Explore musical ideas and works with varied contexts to deepen understanding. [HSMG.CN.2.A](#)
 - b. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures. [HSMG.CN.2.B](#)
 - c. Explore various career paths in music. [HSMG.CN.2.C](#)
 - d. Explore performances and genres of influential guitarists and musicians. [HSMG.CN.2.D](#)
-

Music Appreciation

Creating

1. Improvise melodies, variations, and accompaniments. [HSMA.CR.1](#)
 - a. Improvise a melody or variation to a live or recorded accompaniment. [HSMA.CR.1.A](#)
 - b. Create melodic and rhythmic phrases from a variety of available sound sources (traditional/nontraditional instruments). [HSMA.CR.1.B](#)
 - c. Create rhythmic and harmonic ostinatos for accompanying other melodies. [HSMA.CR.1.C](#)
2. Compose and arrange music within specified guidelines. [HSMA.CR.2](#)
 - a. Demonstrate characteristics of music through an original composition (e.g. unity, variety, mood, image, storyline). [HSMA.CR.2.A](#)
 - b. Demonstrate musical form through an original composition (e.g. one-part, cyclical, binary, rondo, ternary). [HSMA.CR.2.B](#)
 - c. Arrange pieces for voices and/or instruments. [HSMA.CR.2.C](#)
 - d. Use traditional and non-traditional sound sources and electronic media to compose or arrange songs [HSMA.CR.2.D](#)
3. Evaluate and refine musical ideas. [HSMA.CR.3](#)
 - a. Assess and refine an original composition using teacher or student-based criteria (e.g. technical, expressive). [HSMA.CR.3.A](#)
 - b. Share an original composition (e.g. notation, solo or group performance, technology) and demonstrate or describe how the elements of music have been employed. [HSMA.CR.3.B](#)

Performing

1. Sing a varied repertoire of music, alone and with others. [HSMA.PR.1](#)
 - a. Rehearse and perform vocal selections and/or compositions in order to recognize the elements of singing (e.g. tone production, matching pitch, diction, dialect, breathing, quality of sound, response to conductor, cultural diversity). [HSMA.PR.1.A](#)
 - b. Rehearse and perform vocal selections and/or compositions in order to recognize the elements of vocal music (use of text, mood, visual image, storyline, form). [HSMA.PR.1.B](#)
 - c. Rehearse vocal selections and/or compositions in order to recognize the elements of a rehearsal (knowledge of work, analysis of score, plan of approach, interpretive choices, decisions for presentation, differences of approach among cultures). [HSMA.PR.1.C](#)
 - d. Share vocal selections in order to recognize performance criteria (ensemble readiness, consideration of musical elements, composer intent, culture-dependent expectations of audiences). [HSMA.PR.1.D](#)
2. Perform a varied repertoire of music on instruments, alone and with others. [HSMA.PR.2](#)
 - a. Rehearse and perform instrumental selections and/or compositions in order to recognize the elements of instrumental performance (e.g. ensemble, pitch and rhythmic accuracy, playing position, response to conductor, cultural diversity). [HSMA.PR.2.A](#)
 - b. Rehearse and perform instrumental selections and/or compositions in order to recognize the elements of instrumental music (instrumentation, mood, visual image, storyline, form). [HSMA.PR.2.B](#)
 - c. Rehearse instrumental selections and/or compositions in order to recognize the elements of a rehearsal (knowledge of work, analysis of score, plan of approach, interpretive choices decisions for presentation, differences of approach among cultures). [HSMA.PR.2.C](#)
 - d. Share instrumental selections in order to recognize performance criteria (readiness, consideration of musical elements, composer intent, culture-dependent expectations of audiences). [HSMA.PR.2.D](#)
3. Read and Notate music. [HSMA.PR.3](#)
 - a. Identify standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression, key signatures). [HSMA.PR.3.A](#)
 - b. Notate music on a staff using either staff paper or notation software. [HSMA.PR.3.B](#)
 - c. Analyze harmonic and tonal structures in the music being studied. [HSMA.PR.3.C](#)

Responding

1. Listen to, analyze, and describe music. [HSMA.RE.1](#)
 - a. Identify and describe simple and complex forms of music, and relate them to the style, mood and context of the piece being studied. [HSMA.RE.1.A](#)
 - b. Use music terminology to describe tempo, dynamics, and texture, and relate them to the style, mood and content of the piece being studied. [HSMA.RE.1.B](#)
 - c. Analyze the uses and effectiveness of technical and expressive elements of music in terms of their impact on the listener. [HSMA.RE.1.C](#)
2. Evaluate music and music performances. [HSMA.RE.2](#)
 - a. Using student-created criteria, evaluate a music performance. [HSMA.RE.2.A](#)
 - b. Identify various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient). [HSMA.RE.2.B](#)

Connecting

1. Understand relationships between music, the other arts, and disciplines outside the arts. [HSMA.CN.1](#)
 - a. Explain ways in which other disciplines taught in the school are interrelated with those of music. [HSMA.CN.1.A](#)
 - b. Compare common terminology used in music and other fine arts. [HSMA.CN.1.B](#)
 - c. Discover and research persons who have achieved professional or commercial success in more than one fine art discipline, or across disciplines. [HSMA.CN.1.C](#)
 2. Understand music in relation to history and culture. [HSMA.CN.2](#)
 - a. Identify and explain a particular music example's historical and cultural significance. [HSMA.CN.2.A](#)
 - b. Compare and discuss the roles of musicians throughout history. [HSMA.CN.2.B](#)
 - c. Discuss and justify music's functions in the cultures of various ethnic, social, and religious groups. [HSMA.CN.2.C](#)
-

Fundamentals of the Music Industry

Creating

1. Generate musical ideas for various purposes and contexts. **HSFMI.CR.1**
 - a. Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems. **HSFMI.CR.1.A**
2. Select and develop musical ideas for defined purposes and contexts. **HSFMI.CR.2**
 - a. Select, develop, and organize multiple melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems. **HSFMI.CR.2.A**
3. Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria. **HSFMI.CR.3**
 - a. Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations. **HSFMI.CR.3.A**
4. Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality. **HSFMI.CR.4**
 - a. Share a portfolio of musical creations representing varied styles and genres that demonstrate an advanced level of musical and technological craftsmanship, and the use of digital and analog tools, resources, and systems in developing and organizing musical ideas. **HSFMI.CR.4.A**
5. Select varied musical works to present based on interest, knowledge, technical skill, and context. **HSFMI.CR.5**
 - a. Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, and expressive challenges in the music, and the performer's technical skill using digital tools, resources, and systems. **HSFMI.CR.5.A**
6. Generate and develop appropriate music business resources. **HSFMI.CR.6**
 - a. Share a portfolio of music business resources that demonstrate an understanding of copyright law, entertainment law, music marketing, music management, entrepreneurship, and production and distribution. **HSFMI.CR.6.A**

Performing

1. Select varied musical works to present based on interest, knowledge, technical skill, and context. **HSFMI.PR.1**
 - a. Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, and expressive challenges in the music, and the performer's technical skill using digital tools, resources, and systems. **HSFMI.PR.1.A**
2. Analyze the structure and context of varied musical works and their implications for performance. **HSFMI.PR.2**
 - a. Examine, evaluate, and critique how context, theoretical, and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances. **HSFMI.PR.2.A**
3. Develop personal interpretations that consider creator intent. **HSFMI.PR.3**
 - a. Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences. **HSFMI.PR.3.A**
4. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. **HSFMI.PR.4**
 - a. Apply appropriate criteria and feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music. **HSFMI.PR.4.A**
5. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. **HSFMI.PR.5**
 - a. Integrating digital and analog tools and resources, demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods. **HSFMI.PR.5.A**
 - b. Demonstrate an ability to connect with audience members before, and engaging with and responding to them during prepared and improvised performances. **HSFMI.PR.5.B**

Responding

1. Choose music appropriate for a specific purpose or situation. **HSFMI.RE.1**
 - a. Select, describe and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works. **HSFMI.RE.1.A**
2. Analyze how the structure and context of varied musical works inform the response. **HSFMI.RE.2**
 - a. Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, informs interest in and response to the music. **HSFMI.RE.2.A**
3. Support interpretations of musical works that reflect the expressive intent of the creators/performers. **HSFMI.RE.3**
 - a. Examine, cite research and multiple sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works. **HSFMI.RE.3.A**
4. Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. **HSFMI.RE.4**
 - a. Develop and justify the evaluation of a variety of music based on established and personally developed criteria, digital, electronic and analog features, and understanding of purpose and context. **HSFMI.RE.4.A**

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. **HSFMI.CN.1**
 - a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. **HSFMI.CN.1.A**
 2. Relate musical ideas to varied contexts and daily life to deepen understanding. **HSFMI.CN.2**
 - a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. **HSFMI.CN.2.A**
 - b. Demonstrate understanding of relationships between music, history, and culture. **HSFMI.CN.2.B**
 - c. Demonstrate understanding of the ethical use of technological systems, media, information and software as it relates to music technology and publication. **HSFMI.CN.2.C**
 - d. Demonstrate understanding of copyright law, entertainment law, music marketing, music management, entrepreneurship, and production and distribution. **HSFMI.CN.2.D**
 3. Explore careers in music technology. **HSFMI.CN.3**
 - a. Demonstrate an understanding of professional standards as they apply to the music industry. **HSFMI.CN.3.A**
 - b. Demonstrate an understanding of the responsibilities and requirements of employment in the field of music technology. **HSFMI.CN.3.B**
 4. Relate ethical publication to the use of technological systems, media, information, and software as it relates to the music industry. **HSFMI.CN.4**
 5. Understand the major hardware and software components of a computer system, live sound amplification, recording techniques and their interactions. **HSFMI.CN.5**
-

Music Technology

Creating

1. Generate musical ideas for various purposes and contexts. [HSMTC1.CR.1](#)
 - a. Generate melodic, rhythmic, and harmonic ideas for musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) using digital tools and resources. [HSMTC1.CR.1.A](#)
2. Select and develop musical ideas for defined purposes and contexts. [HSMTC1.CR.2](#)
 - a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and analog tools. [HSMTC1.CR.2.A](#)
3. Evaluate and refine selected musical ideas to create musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that meets appropriate criteria. [HSMTC1.CR.3](#)
 - a. Develop and implement varied strategies to improve and refine the technical and expressive aspects of draft musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design). [HSMTC1.CR.3.A](#)
4. Share creative musical work (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that conveys intent, demonstrates craftsmanship, and exhibits originality. [HSMTC1.CR.4](#)
 - a. Share compositions and improvisations that demonstrate an accomplished level of musical and technological craftsmanship and the use of digital and analog tools and resources in developing and organizing musical ideas. [HSMTC1.CR.4.A](#)

Performing

1. Select varied musical works to present (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) based on interest, knowledge, technical skill and context. [HSMTC1.PR.1](#)
 - a. Develop and apply criteria to select a varied repertoire to study and perform based on interest; an understanding of theoretical and structural characteristics of the music, and the performer's technical skill using digital tools and resources. [HSMTC1.PR.1.A](#)
2. Analyze the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and their effects on performance. [HSMTC1.PR.2](#)
 - a. Describe and demonstrate how context, theoretical and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances. [HSMTC1.PR.2.A](#)
3. Develop personal interpretations that consider the intent of the creator and/or performer. [HSMTC1.PR.3](#)
 - a. Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared and improvised performances and performers' ability to connect with audiences. [HSMTC1.PR.3.A](#)
4. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. [HSMTC1.PR.4](#)
 - a. Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music. [HSMTC1.PR.4.A](#)
5. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. [HSMTC1.PR.5](#)
 - a. Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. [HSMTC1.PR.5.A](#)
 - b. Demonstrate an understanding of the expressive intent when connecting with an audience through prepared and improvised performances. [HSMTC1.PR.5.B](#)

Responding

1. Choose appropriate music for a specific purpose or situation. [HSMTC1.RE.1](#)
 - a. Select and critique contrasting musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design), defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works. [HSMTC1.RE.1.A](#)
2. Analyze how the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) inform the response. [HSMTC1.RE.2](#)
 - a. Explain how an analysis of the structure, context, and technological aspects of the music informs the response. [HSMTC1.RE.2.A](#)
3. Support interpretations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that reflect the expressive intent of creators/performers. [HSMTC1.RE.3](#)
 - a. Connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works. [HSMTC1.RE.3.A](#)
4. Support evaluations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and performances based on analysis, interpretation, and established criteria. [HSMTC1.RE.4](#)
 - a. Apply criteria to evaluate music based on analysis, interpretation, artistic intent, digital, electronic, and analog features, and musical qualities. [HSMTC1.RE.4.A](#)

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. **HSMTC1.CN.1**
 - a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. **HSMTC1.CN.1.A**
 2. Relate musical ideas to varied contexts and daily life to deepen understanding. **HSMTC1.CN.2**
 - a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. **HSMTC1.CN.2.A**
 - b. Demonstrate understanding of relationships between music, history, and culture. **HSMTC1.CN.2.B**
 - c. Demonstrate an understanding of the ethical use of technological systems, media, information and software as it relates to music technology and publication. **HSMTC1.CN.2.C**
 3. Explore careers in music technology. **HSMTC1.CN.3**
 - a. Demonstrate an understanding of professional standards as they apply to the music industry. **HSMTC1.CN.3.A**
 - b. Demonstrate an understanding of the responsibilities and requirements of employment in the field of music technology. **HSMTC1.CN.3.B**
 4. Understand the major hardware and software components of a computer system, live sound amplification, recording techniques and their interactions. **HSMTC1.CN.4**
-

Music Technology

Creating

1. Generate musical ideas (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) for various purposes and contexts. **HSMTC2.CR.1**
 - a. Generate melodic, rhythmic, and harmonic ideas for compositions and improvisations that incorporate digital tools, resources, and systems. **HSMTC2.CR.1.A**
2. Select and develop musical ideas (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) for defined purposes and contexts. **HSMTC2.CR.2**
 - a. Select, develop, and organize multiple melodic, rhythmic, and harmonic ideas to develop into a larger work that exhibits unity, variety, complexity, and coherence using digital and analog tools, resources, and systems. **HSMTC2.CR.2.A**
3. Evaluate and refine selected musical ideas to create musical work (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that meets appropriate criteria. **HSMTC2.CR.3**
 - a. Develop and implement varied strategies and apply appropriate criteria to improve and refine the technical and expressive aspects of draft compositions and improvisations. **HSMTC2.CR.3.A**
4. Share creative musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that convey intent, demonstrate craftsmanship, and exhibit originality. **HSMTC2.CR.4**
 - a. Share a portfolio of musical creations representing varied styles and genres that demonstrate an advanced level of musical and technological craftsmanship, and the use of digital and analog tools, resources, and systems in developing and organizing musical ideas. **HSMTC2.CR.4.A**
5. Select varied musical works to present (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) based on interest, knowledge, technical skill, and context. **HSMTC2.CR.5**
 - a. Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, and expressive challenges in the music, and the performer's technical skill using digital tools, resources, and systems. **HSMTC2.CR.5.A**

Performing

1. Select varied musical works to present (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) based on interest, knowledge, technical skill, and context. [HSMTC2.PR.1](#)
 - a. Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the theoretical and structural characteristics, and expressive challenges in the music, and the performer's technical skill using digital tools, resources, and systems. [HSMTC2.PR.1.A](#)
2. Analyze the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and their effects on performance. [HSMTC2.PR.2](#)
 - a. Examine, evaluate, and critique how context, theoretical, and structural aspects of the music and digital media/tools inform and influence prepared and improvised performances. [HSMTC2.PR.2.A](#)
3. Develop personal interpretations that consider creator intent. [HSMTC2.PR.3](#)
 - a. Demonstrate how understanding the style, genre, context, and integration of digital technologies in a varied repertoire of music informs and influences prepared and improvised performances and their ability to connect with audiences. [HSMTC2.PR.3.A](#)
4. Evaluate and refine personal and ensemble performances, individually or in collaboration with others. [HSMTC2.PR.4](#)
 - a. Apply appropriate criteria and feedback from multiple sources and develop and implement varied strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in varied programs of music. [HSMTC2.PR.4.A](#)
5. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. [HSMTC2.PR.5](#)
 - a. Integrating digital and analog tools and resources. [HSMTC2.PR.5.A](#)
 - b. Demonstrate an understanding and attention to technical accuracy and expressive qualities of the music in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, genres, and historical periods. [HSMTC2.PR.5.B](#)
 - c. Demonstrate an ability to connect with audience members before, during, and after prepared and improvised performances. [HSMTC2.PR.5.C](#)

Responding

1. Choose music appropriate for a specific purpose or situation. [HSMTC2.RE.1](#)
 - a. Select, describe, and compare a variety of musical selections based on characteristics and knowledge of the music, understanding of digital and electronic aspects, and the purpose and context of the works. [HSMTC2.RE.1.A](#)
2. Analyze how the structure and context of varied musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) inform the response. [HSMTC2.RE.2](#)
 - a. Demonstrate and justify how an analysis of the structural characteristics, context, and technological and creative decisions, inform interest in and response to the music. [HSMTC2.RE.2.A](#)
3. Support interpretations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) that reflect the expressive intent of creators/performers. [HSMTC2.RE.3](#)
 - a. Examine and cite multiple research sources to connect the influence of the treatment of the elements of music, digital and electronic features, context, purpose, and other art forms to the expressive intent of musical works. [HSMTC2.RE.3.A](#)
4. Support evaluations of musical works (e.g. arrangement, composition, improvisation, mixed-media project, orchestration, sound design) and performances based on analysis, interpretation, and established criteria. [HSMTC2.RE.4](#)
 - a. Develop and justify the evaluation of a variety of music based on established and personally developed criteria, digital, electronic and analog features, and understanding of purpose and context. [HSMTC2.RE.4.A](#)

Connecting

1. Synthesize and relate knowledge and personal experiences to make music. **HSMTC2.CN.1**
 - a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. **HSMTC2.CN.1.A**
2. Relate musical ideas to varied contexts and daily life to deepen understanding. **HSMTC2.CN.2**
 - a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. **HSMTC2.CN.2.A**
 - b. Demonstrate understanding of relationships between music, history, and culture. **HSMTC2.CN.2.B**
 - c. Demonstrate an understanding of the ethical use of technological systems, media, information and software as it relates to music technology and publication. **HSMTC2.CN.2.C**
3. Explore careers in music technology. **HSMTC2.CN.3**
 - a. Demonstrate an understanding of professional standards as they apply to the music industry. **HSMTC2.CN.3.A**
 - b. Demonstrate an understanding of the responsibilities and requirements of employment in the field of music technology. **HSMTC2.CN.3.B**
4. Understand the major hardware and software components of a computer system, live sound amplification, recording techniques and their interactions. **HSMTC2.CN.4**

Beginning Music Theory and Composition

Creating

1. Improvise rhythms and melodies. **HSBMT.CR.1**
 - a. Improvise short rhythmic ideas of up to 2 bars. **HSBMT.CR.1.A**
 - b. up to 2 bars of short melodic ideas which incorporate scalar and chordal motives. **HSBMT.CR.1.B**
2. Compose and arrange music within specified guidelines. **HSBMT.CR.2**
 - a. Demonstrate characteristics of music through an original composition (e.g. unity, variety, mood, image, storyline). **HSBMT.CR.2.A**
 - b. Demonstrate musical form through an original composition (e.g. one-part, cyclical, binary, rondo, ternary). **HSBMT.CR.2.B**
 - c. Arrange simple pieces for voices or instruments. **HSBMT.CR.2.C**

Performing

1. Sing alone and with others. [HSBMT.PR.1](#)
 - a. Sight-sing diatonic melodies (e.g. ascending and descending by skip, step, minor 3rd through octave). [HSBMT.PR.1.A](#)
2. Perform on instruments, alone and with others. [HSBMT.PR.2](#)
 - a. Identify notes on the keyboard by letter name. [HSBMT.PR.2.A](#)
 - b. Relate pitches on a keyboard to notation on the staff in F and G clefs. [HSBMT.PR.2.B](#)
 - c. Play diatonic melodies on the keyboard [HSBMT.PR.2.C](#)
3. Read and Notate music. [HSBMT.PR.3](#)
 - a. Identify, describe and notate rhythmic terms (e.g. time signature/meter [simple, compound, duple, triple] measure [bar line, double bar line]). [HSBMT.PR.3.A](#)
 - b. Identify and notate rhythm, including sixteenth notes and rests in simple meter. [HSBMT.PR.3.B](#)
 - c. Identify natural, flatted and sharped, and enharmonic pitches in treble and bass clefs, including notes utilizing ledger lines. [HSBMT.PR.3.C](#)
 - d. Identify major and minor key signatures. [HSBMT.PR.3.D](#)
 - e. Identify major/minor, and perfect intervals. [HSBMT.PR.3.E](#)
 - f. Identify major, minor and chromatic scales through a variety of methods (e.g., key signatures, accidentals, step-relationships). [HSBMT.PR.3.F](#)
 - g. Identify chords (e.g. major and minor triads). [HSBMT.PR.3.G](#)
 - h. Aurally identify intervals (e.g. half steps, whole steps, enharmonic pitches, major/minor and perfect intervals), scales (e.g. major, minor and chromatic) and chords (major and minor triads). [HSBMT.PR.3.H](#)
 - i. Introduce cadences visually and aurally (e.g. plagal, perfect authentic, imperfect authentic). [HSBMT.PR.3.I](#)
 - j. Identify and describe common terminologies of form, style, musical expression, and volume/intensity. [HSBMT.PR.3.J](#)

Responding

1. Listen to, analyze, and describe music. **HSBMT.RE.1**
 - a. Aurally identify and describe basic formal elements and forms in a composition (e.g. phrase and period, binary song, ternary song, rondo, theme, and variations). **HSBMT.RE.1.A**
 - b. Identify and describe simple forms of music, and relate them to the style, mood and context of the piece being studied. **HSBMT.RE.1.B**
 - c. Use music terminology (e.g. tempo, dynamics, texture, articulation) and relate terms to the style, mood and content of the piece being studied. **HSBMT.RE.1.C**
 - d. Describe the uses of technical and expressive elements of music in terms of their effect on the listener. **HSBMT.RE.1.D**
2. Evaluate music and music performances. **HSBMT.RE.2**
 - a. Describe a short musical composition presented aurally, without the assistance of a score. **HSBMT.RE.2.A**
 - b. Describe expressive rhythmic and melodic/harmonic characteristics using beginning music theory terms. **HSBMT.RE.2.B**
 - c. Using teacher-created criteria, evaluate a music performance. **HSBMT.RE.2.C**
 - d. Identify various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient). **HSBMT.RE.2.D**

Connecting

1. Understand relationships between music and other fine arts in interdisciplinary contexts. **HSBMT.CN.1**
 - a. Demonstrate an understanding of how the theory of music composition and analysis has been influenced by and integrated with other fine arts disciplines. **HSBMT.CN.1.A**
 - b. Explain or demonstrate an understanding of how music composition and analysis is based upon mathematic and scientific principles. **HSBMT.CN.1.B**
 2. Understand music in relation to history and culture. **HSBMT.CN.2**
 - a. Demonstrate an understanding of how music composition and analysis has historically been influenced by and integrated into the humanities (e.g. literature/poetry, cultural studies, philosophy, ancient and modern languages). **HSBMT.CN.2.A**
 - b. Describe how developments of major musical movements, figures, and events coincide with and/or were influenced by political, religious, and economic conditions of the time. **HSBMT.CN.2.B**
-

Intermediate Music Theory and Composition

Creating

1. Improvise rhythms and melodies. **HSIMT.CR.1**
 - a. Improvise short rhythmic ideas of up to 4 bars. **HSIMT.CR.1.A**
 - b. Improvise up to 4 bars of short melodic ideas which incorporate scalar and chordal motives. **HSIMT.CR.1.B**
2. Compose and arrange music within specified guidelines. **HSIMT.CR.2**
 - a. Demonstrate characteristics of music through an original composition (e.g. unity, variety, mood, image, storyline). **HSIMT.CR.2.A**
 - b. Demonstrate musical form through an original composition (e.g. one-part, cyclical, binary, rondo, ternary). **HSIMT.CR.2.B**
 - c. Arrange simple pieces for voices or instruments. **HSIMT.CR.2.C**
 - d. Compose and perform melodic lines which incorporate scalar and chordal motives (e.g. single melodic line accompanied by Roman numeral chord indications, traditional four- part [SATB] vocal texture, lead sheet notation) up to 4 bars. **HSIMT.CR.2.D**

Performing

1. Sing alone and with others. [HSIMT.PR.1](#)
 - a. Sight-sing diatonic melodies (e.g. ascending and descending by skip, step, minor 3rd through octave). [HSIMT.PR.1.A](#)
2. Perform on instruments, alone and with others. [HSIMT.PR.2](#)
 - a. Identify notes and intervals on the keyboard by letter name. [HSIMT.PR.2.A](#)
 - b. Relate pitches on a keyboard to notation on the staff in F and G clefs. [HSIMT.PR.2.B](#)
 - c. Play diatonic melodies on the keyboard. [HSIMT.PR.2.C](#)
3. Read and Notate music. [HSIMT.PR.3](#)
 - a. Identify, describe and notate rhythmic terms (e.g. time signature/meter [simple, compound, duple, triple] measure [bar line, double bar line]). [HSIMT.PR.3.A](#)
 - b. Identify and notate rhythm including sixteenth- and dotted-quarter notes and rests in simple and compound meter. [HSIMT.PR.3.B](#)
 - c. Identify natural, flatted and sharped, and enharmonic pitches in treble and bass clefs, including notes utilizing ledger lines. [HSIMT.PR.3.C](#)
 - d. Identify major and minor key signatures. [HSIMT.PR.3.D](#)
 - e. Identify major/minor, and perfect intervals. [HSIMT.PR.3.E](#)
 - f. Identify major, minor (natural, traditional and jazz melodic, harmonic) and chromatic scales through a variety of methods (e.g. key signatures, accidentals, step-relationships). [HSIMT.PR.3.F](#)
 - g. Identify chords (e.g. major, minor, diminished, augmented triads). [HSIMT.PR.3.G](#)
 - h. Identify intervals (e.g. half steps, whole steps, enharmonic pitches, major/minor and perfect intervals), scales (e.g. major, minor and chromatic) and chords (major and minor triads) visually and aurally. [HSIMT.PR.3.H](#)
 - i. Identify cadences visually and aurally (e.g. plagal, perfect authentic, imperfect authentic, half cadence). [HSIMT.PR.3.I](#)
 - j. Identify and describe common terminologies of form, style, musical expression, and volume/intensity. [HSIMT.PR.3.J](#)
 - k. Identify and describe meter and tempo modification. [HSIMT.PR.3.K](#)
 - l. Recognize the use of Roman Numeral Analysis in a score. [HSIMT.PR.3.L](#)

Responding

1. Listen to, analyze, and describe music. **HSIMT.RE.1**
 - a. Aurally identify and describe basic formal elements and forms in a composition (e.g. phrase and period, binary song, ternary song, rondo, theme, and variations, minuet, trio/scherzo). **HSIMT.RE.1.A**
 - b. Identify and describe forms of music, and relate them to the style, mood and context of the piece being studied. **HSIMT.RE.1.B**
 - c. Identify and describe monophonic, polyphonic, and homophonic textures. **HSIMT.RE.1.C**
 - d. Use music terminology (e.g. tempo, dynamics, texture, articulation) and relate terms to the style, mood and content of the piece being studied. **HSIMT.RE.1.D**
 - e. Describe and discuss the uses of technical and expressive elements of music in terms of their effect on the listener. **HSIMT.RE.1.E**
2. Evaluate music and music performances. **HSIMT.RE.2**
 - a. Describe a short musical composition presented aurally, without the assistance of a score. **HSIMT.RE.2.A**
 - b. Describe expressive rhythmic and melodic/harmonic characteristics using beginning music theory terms. **HSIMT.RE.2.B**
 - c. Using teacher- or student-created criteria, evaluate a music performance. **HSIMT.RE.2.C**
 - d. Identify and describe various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient). **HSIMT.RE.2.D**

Connecting

1. Understand relationships between music and other fine arts in interdisciplinary contexts. **HSIMT.CN.1**
 - a. Explain how the theory of music composition and analysis has been influenced by and integrated with other fine arts disciplines. **HSIMT.CN.1.A**
 - b. Explain and demonstrate an understanding of how music composition and analysis is based upon mathematic and scientific principles. **HSIMT.CN.1.B**
 2. Understand music in relation to history and culture. **HSIMT.CN.2**
 - a. Explain or demonstrate an understanding of how music composition and analysis has historically been influenced by and integrated into the humanities (e.g. literature/poetry, cultural studies, philosophy, ancient and modern languages). **HSIMT.CN.2.A**
 - b. Describe and explain how developments of major musical movements, figures, and events coincide with and/or were influenced by political, religious, and economic conditions of the time. **HSIMT.CN.2.B**
-

Advanced Music Theory and Composition

Creating

1. Introduction of improvised rhythms and melodies. [HSAMT.CR.1](#)
 - a. Improvise short rhythmic ideas of up to 8 bars. [HSAMT.CR.1.A](#)
 - b. Improvise short melodic ideas which incorporate scalar and chordal motives up to 8 bars. [HSAMT.CR.1.B](#)
2. Compose and arrange music within specified guidelines. [HSAMT.CR.2](#)
 - a. Compose melodies in major and minor keys using compositional techniques (e.g. antecedent/consequent phrase structures, unifying motives, sequences, appropriate cadences, and a variety of embellishments and non-harmonic tones which move according to the principles of voice-leading from the Common Practice Period). [HSAMT.CR.2.A](#)
 - b. Construct appropriate harmonization for composed and/or given melodies, in both major and minor keys, according to the principles of harmonization from the Common Practice Period. [HSAMT.CR.2.B](#)
 - c. Compose a complete musical composition using compositional techniques studied in class. [HSAMT.CR.2.C](#)
 - d. Arrange simple pieces for voices or instruments. [HSAMT.CR.2.D](#)

Performing

1. Sing a varied repertoire of music, alone and with others. [HSAMT.PR.1](#)
 - a. Demonstrate the ability to sing intervals at sight up to a 9th in simple and compound meter. [HSAMT.PR.1.A](#)
 - b. Correctly sing scales (e.g. major, natural minor, jazz and traditional melodic minor, harmonic minor). [HSAMT.PR.1.B](#)
 - c. Sight-sing notated diatonic melodies, in major and minor keys, in simple and compound meters. [HSAMT.PR.1.C](#)
2. Perform a varied repertoire of music on instruments, alone and with others. [HSAMT.PR.2](#)
 - a. Demonstrate the ability to play notated pitches, chords, scales, and melodic/rhythmic passages of no more than eight measures on the piano keyboard using F and G clefs. [HSAMT.PR.2.A](#)
 - b. Demonstrate the ability to play notated music on a second instrument using F, G or movable C clef. [HSAMT.PR.2.B](#)
3. Read and Notate music. [HSAMT.PR.3](#)
 - a. Recognize rhythmic patterns (beats and subdivisions), in simple, compound, and complex/asymmetrical meters. [HSAMT.PR.3.A](#)
 - b. Notate rhythm in accordance with standard notation practices in simple, compound, and complex meters. [HSAMT.PR.3.B](#)
 - c. Identify rhythmic motives from written and aural examples in simple and compound meters. [HSAMT.PR.3.C](#)
 - d. Notate rhythmic patterns from dictated examples in simple and compound meters. [HSAMT.PR.3.D](#)
 - e. Identify and distinguish common terminologies of form, style, and musical expression. [HSAMT.PR.3.E](#)
 - f. Identify and notate melody and pitch in four clefs. [HSAMT.PR.3.F](#)
 - g. Identify and notate all major and minor key signatures. [HSAMT.PR.3.G](#)
 - h. Notate diatonic and non-diatonic melodies from a dictated source in simple and compound meters. [HSAMT.PR.3.H](#)
 - i. Identify and notate, visually and aurally, all perfect, major, minor, augmented, and diminished intervals within an octave, both ascending and descending. [HSAMT.PR.3.I](#)
 - j. Identify and notate scales visually and aurally (e.g. major, minor, church modes, whole-tone, chromatic, and pentatonic). [HSAMT.PR.3.J](#)
 - k. Identify and notate chords, visually and aurally (e.g. major, minor, augmented, diminished triads, seventh chords, and their inversions in open and closed spacing). [HSAMT.PR.3.K](#)
 - l. Notate outer voices (soprano and bass) and Roman numerals from dictated traditional, primarily diatonic harmonic progressions. [HSAMT.PR.3.L](#)

- m. Identify diatonic and non-diatonic chords and inversions (e.g. two-staff, four-part score using Roman numeral analysis, figured bass, jazz lead sheet). [HSAMT.PR.3.M](#)
 - n. Identify cadences visually and aurally (e.g. plagal, perfect authentic, imperfect authentic, half, and deceptive). [HSAMT.PR.3.N](#)
 - o. Demonstrate through written exercises a working knowledge of the rules governing three- and four- part writing as practiced during the common style period. [HSAMT.PR.3.O](#)
 - p. Identify elements of a musical score (e.g. transposing and non-transposing instruments, appropriate clefs for individual instruments, appropriate written ranges for each instrument, and score layout for piano, chamber ensemble, chorus, orchestra, and band). [HSAMT.PR.3.P](#)
 - q. Recognize the practice of transposing a melodic line to appropriate keys and clefs for any various instrument or groups of instruments. [HSAMT.PR.3.Q](#)
-

Responding

1. Listen to, analyze, and describe music. [HSAMT.RE.1](#)
 - a. Visually and aurally identify monophonic, homophonic, and polyphonic textures in a score and in an audible performance. [HSAMT.RE.1.A](#)
 - b. Analyze monophonic, homophonic, and polyphonic musical forms from aural and written examples (e.g. simple binary, simple ternary, theme and variation, rondo, and sonata allegro). [HSAMT.RE.1.B](#)
 - c. Identify mode, meter, instrumentation, phrase and period structure and cadences in given aural and written examples from the standard literature. [HSAMT.RE.1.C](#)
2. Evaluate music and music performances. [HSAMT.RE.2](#)
 - a. Listen to, evaluate, and analyze elements of theory and form in a given musical composition. [HSAMT.RE.2.A](#)
 - b. Using student-created criteria, evaluate a music performance. [HSAMT.RE.2.B](#)
 - c. Identify and describe various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient). [HSAMT.RE.2.C](#)

Connecting

1. Understand relationships between music and other fine arts in interdisciplinary contexts. **HSAMT.CN.1**
 - a. Explain and explore how the theory of music composition and analysis has been influenced by and integrated with other fine arts disciplines. **HSAMT.CN.1.A**
 - b. Demonstrate through a study of written examples a solid understanding of how music composition and analysis is based upon mathematic and scientific principles. **HSAMT.CN.1.B**
 2. Understand music in relation to history and culture. **HSAMT.CN.2**
 - a. Describe and analyze the characteristics of the major periods of European music (Renaissance, Baroque, Classical, Romantic, and Twentieth Century) (e.g. harmony, style, form) and the correlation between music of those periods and the other fine arts of the respective era. **HSAMT.CN.2.A**
 - b. Describe and justify how major musical movements, figures, and events coincide with and/or were influenced by political, religious, and economic conditions of that era. **HSAMT.CN.2.B**
-

Prelude to Orchestra

Creating

1. Improvise, compose, and arrange music within specified guidelines. **HSP0.CR.1**
 - a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). **HSP0.CR.1.A**
 - b. Improvise, compose, or arrange a melody or variation of a melody. **HSP0.CR.1.B**
 - c. Share improvised, composed, or arranged pieces. **HSP0.CR.1.C**
 - d. Use teacher-created criteria to refine improvised or composed pieces. **HSP0.CR.1.D**

Performing

1. Perform a varied repertoire of music on instruments, alone and with others. **HSP0.PR.1**
 - a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. **HSP0.PR.1.A**
 - b. Demonstrate an understanding of phrasing through performing simple melodies. **HSP0.PR.1.B**
 - c. Discuss and demonstrate characteristic tone production on a string instrument. **HSP0.PR.1.C**
 - d. Demonstrate correct left-hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement. **HSP0.PR.1.D**
 - e. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, and pizzicato. **HSP0.PR.1.E**
 - f. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C, A, and F. **HSP0.PR.1.F**
 - g. Demonstrate awareness of individual and group roles within the ensemble relating to balance, blend, dynamics, phrasing, and tempo. **HSP0.PR.1.G**
2. Read and Notate music. **HSP0.PR.2**
 - a. Identify notes in the staff and on ledger lines of respective clef. **HSP0.PR.2.A**
 - b. Read and notate notes within the following key signatures: D, G, C A and F. **HSP0.PR.2.B**
 - c. Read and notate rhythms containing whole notes, half notes, quarter notes, eighth notes, dotted half notes and their corresponding rests in the time signatures of 4/4, 3/4, and 2/4. **HSP0.PR.2.C**
 - d. Recognize basic symbols for dynamics, tempo, articulation, and expression as used in corresponding literature. **HSP0.PR.2.D**

Responding

1. Listen to, analyze, and describe music. **HSP0.RE.1**
 - a. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. **HSP0.RE.1.A**
 - b. Identify melodic and harmonic material and phrase endings in selected examples (e.g. aural, written, performed). **HSP0.RE.1.B**
2. Evaluate music and music performances. **HSP0.RE.2**
 - a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly. **HSP0.RE.2.A**
 - b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. **HSP0.RE.2.B**
 - c. Using teacher's criteria, assess the quality of performance in tone, intonation, balance, dynamics, and rhythm. **HSP0.RE.2.C**

Connecting

1. Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts. **HSP0.CN.1**
 - a. Explain the benefits of musical study as part of a well-rounded education. **HSP0.CN.1.A**
 - b. Discuss how other subjects relate to music. **HSP0.CN.1.B**
2. Understand music in relation to history and culture. **HSP0.CN.2**
 - a. Identify and compare performance styles of music learned in class. **HSP0.CN.2.A**
 - b. Discuss how the music performed in class relates to the culture and society in which we live. **HSP0.CN.2.B**

Beginning Orchestra

Creating

1. Improvise, compose, and arrange music within specified guidelines. **HSB0.CR.1**
 - a. Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument). **HSB0.CR.1.A**
 - b. Improvise, compose, or arrange a melody or variation of a melody. **HSB0.CR.1.B**
 - c. Share improvised, composed, or arranged pieces. **HSB0.CR.1.C**
 - d. Use teacher-created criteria to refine improvised or composed pieces. **HSB0.CR.1.D**

Performing

1. Perform a varied repertoire of music on instruments, alone and with others. **HSB0.PR.1**
 - a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. **HSB0.PR.1.A**
 - b. Demonstrate an understanding of phrasing through performing simple melodies. **HSB0.PR.1.B**
 - c. Discuss and demonstrate characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point. **HSB0.PR.1.C**
 - d. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of II and/or III on a scale of I to VI. **HSB0.PR.1.D**
 - e. Demonstrate correct left-hand position and finger placement, right hand position (bow hold), posture, instrument position, and bow placement while increasing the level of technical difficulty. **HSB0.PR.1.E**
 - f. Demonstrate basic vibrato. **HSB0.PR.1.F**
 - g. Exhibit the ability to accurately tune respective instrument. **HSB0.PR.1.G**
 - h. Demonstrate the ability to shift to advanced positions (Violin/Viola-III position, Cello- III and IV position, Bass ½-IV position). **HSB0.PR.1.H**
 - i. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato. **HSB0.PR.1.I**
 - j. Utilize correct finger patterns in performing scales and repertoire in the keys of D, G, C, A, F, and Bb, Eb and the minor keys of e, a, d. **HSB0.PR.1.J**
 - k. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, and tempo. **HSB0.PR.1.K**
2. Read and Notate music. **HSB0.PR.2**
 - a. Identify notes in the staff and on ledger lines of respective clef. **HSB0.PR.2.A**
 - b. Read and notate notes within the following key signatures: D, G, C, A, F, and Bb and the minor keys e, a, and d. **HSB0.PR.2.B**
 - c. Read and notate rhythms (e.g. whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests) in the time signatures of 4/4, 3/4, 2/4, 6/8, alla breve and mixed meter. **HSB0.PR.2.C**
 - d. Recognize and execute symbols for dynamics, tempo, articulation, and expression as used in corresponding literature. **HSB0.PR.2.D**
 - e. Accurately and expressively sight-read music with a difficulty level of I on a scale of I to VI. **HSB0.PR.2.E**

Responding

1. Listen to, analyze, and describe music. **HSB0.RE.1**
 - a. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. **HSB0.RE.1.A**
 - b. Identify melodic and harmonic material and phrase endings in selected examples (e.g. aural, written, performed). **HSB0.RE.1.B**
 - c. Identify simple musical forms. **HSB0.RE.1.C**
 - d. Listen to and/or watch professional ensembles and discuss critical expressive elements of their performances. **HSB0.RE.1.D**
2. Evaluate music and music performances. **HSB0.RE.2**
 - a. Distinguish between correct and incorrect notes and intonation, and demonstrate the ability to adjust accordingly. **HSB0.RE.2.A**
 - b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. **HSB0.RE.2.B**
 - c. Use teacher-based criteria to assess the quality of performance in tone, intonation, balance, dynamics, and rhythm. **HSB0.RE.2.C**
 - d. Using self-reflection and peer feedback, critique recorded examples of music performed by the ensemble and other ensembles and make suggestions for improvement. **HSB0.RE.2.D**
 - e. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric. **HSB0.RE.2.E**

Connecting

1. Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts. **HSB0.CN.1**
 - a. Explain the benefits of musical study as part of a well-rounded education. **HSB0.CN.1.A**
 - b. Discuss how other subjects relate to music. **HSB0.CN.1.B**
 2. Understand music in relation to history and culture. **HSB0.CN.2**
 - a. Identify and compare performance styles of music learned in class. **HSB0.CN.2.A**
 - b. Discuss how the music performed in class relates to the culture and society in which we live. **HSB0.CN.2.B**
-

Intermediate Orchestra

Creating

1. **Improvise, compose, and arrange music within specified guidelines.** [HSIO.CR.1](#)
 - a. **Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).** [HSIO.CR.1.A](#)
 - b. **Improvise, compose, or arrange a melody or variation of a melody.** [HSIO.CR.1.B](#)
 - c. **Share improvised, composed, or arranged pieces.** [HSIO.CR.1.C](#)
 - d. **Using teacher or student-created criteria, refine improvised or composed pieces.** [HSIO.CR.1.D](#)

Performing

1. Perform a varied repertoire of music on instruments, alone and with others. **HSIO.PR.1**
 - a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. **HSIO.PR.1.A**
 - b. Demonstrate an understanding of phrasing through performing melodies. **HSIO.PR.1.B**
 - c. Discuss and demonstrate characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point. **HSIO.PR.1.C**
 - d. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of III and/or IV on a scale of I to VI. **HSIO.PR.1.D**
 - e. Demonstrate correct left-hand position and finger placement, right hand position (bow hold), bow placement, posture and instrument position while increasing the level of technical difficulty. **HSIO.PR.1.E**
 - f. Demonstrate basic vibrato. **HSIO.PR.1.F**
 - g. Exhibit the ability to accurately tune respective instrument. **HSIO.PR.1.G**
 - h. Demonstrate the ability to shift to advanced positions (Violin/Viola- III position, Cello- III and IV position, Bass- 1/2- IV position). **HSIO.PR.1.H**
 - i. Produce a characteristic sound using legato, staccato, slurs, detached slur, accent, spiccato, hooked bowing, and pizzicato. **HSIO.PR.1.I**
 - j. Utilize correct finger patterns in performing scales and repertoire in the major and minor keys up to 3 sharps and 3 flats. **HSIO.PR.1.J**
 - k. Demonstrate awareness of individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo. **HSIO.PR.1.K**
2. Read and Notate music. **HSIO.PR.2**
 - a. Identify notes on the staff and on ledger lines of respective clef. **HSIO.PR.2.A**
 - b. Read and notate rhythms, notes, time signatures, clefs and key in the music being performed, including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests, in the time signatures of 4/4, 3/4, 2/4, 6/8, alla breve, and mixed meter. **HSIO.PR.2.B**
 - c. Recognize and perform dynamics, tempo, symbols of form, articulation, and expression as used in corresponding literature. **HSIO.PR.2.C**
 - d. Accurately and expressively sight-read music with a difficulty level of II on a scale of I to VI. **HSIO.PR.2.D**

Responding

1. Listen to, analyze, and describe music. **HSIO.RE.1**
 - a. Discuss and describe how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. **HSIO.RE.1.A**
 - b. Identify melodic and harmonic material and phrase endings in given aural examples (e.g. aural, written, performed). **HSIO.RE.1.B**
 - c. Identify simple musical forms. **HSIO.RE.1.C**
 - d. Listen to and/or watch professional ensembles, and discuss and describe critical expressive elements of their performances. **HSIO.RE.1.D**
2. Evaluate music and music performances. **HSIO.RE.2**
 - a. Distinguish between correct and incorrect notes and intonation, demonstrate the ability to adjust accordingly. **HSIO.RE.2.A**
 - b. Evaluate the accuracy of rhythm and tempos for individual and ensemble playing. **HSIO.RE.2.B**
 - c. Using a teacher- or student-criteria, assess the quality of performance in tone, intonation, balance, dynamics, and rhythm. **HSIO.RE.2.C**
 - d. Discuss and describe recorded examples of music performed by the ensemble and other ensembles and develop strategies for improvement. **HSIO.RE.2.D**
 - e. Evaluate ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric. **HSIO.RE.2.E**

Connecting

1. Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts. **HSIO.CN.1**
 - a. Discuss and describe the benefits of musical study as part of a well-rounded education. **HSIO.CN.1.A**
 - b. Discuss and describe how other subjects relate to music. **HSIO.CN.1.B**
 2. Understand music in relation to history and culture. **HSIO.CN.2**
 - a. Identify and compare performance styles of music learned in class. **HSIO.CN.2.A**
 - b. Discuss and describe how the music performed in class relates to the culture and society in which we live. **HSIO.CN.2.B**
-

Advanced Orchestra

Creating

1. **Improvise, compose, and arrange music within specified guidelines.** [HSA0.CR.1](#)
 - a. **Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).** [HSA0.CR.1.A](#)
 - b. **Improvise, compose, or arrange a melody or variation of a melody.** [HSA0.CR.1.B](#)
 - c. **Share improvised, composed, or arranged pieces.** [HSA0.CR.1.C](#)
 - d. **Refine improvised or composed pieces using student-created criteria.** [HSA0.CR.1.D](#)

Performing

1. Perform a varied repertoire of music on instruments, alone and with others. [HSA0.PR.1](#)
 - a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. [HSA0.PR.1.A](#)
 - b. Demonstrate an understanding of phrasing through performing melodies. [HSA0.PR.1.B](#)
 - c. Analyze characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point. [HSA0.PR.1.C](#)
 - d. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of IV and/or V on a scale of I to VI. [HSA0.PR.1.D](#)
 - e. Apply the use of vibrato in appropriate orchestra literature. [HSA0.PR.1.E](#)
 - f. Exhibit the ability to accurately tune respective instrument. [HSA0.PR.1.F](#)
 - g. Demonstrate the ability to play in $\frac{1}{2}$ through V positions and use those positions when performing selected music. [HSA0.PR.1.G](#)
 - h. Produce a characteristic, artistic sound using bowings and articulations used in music being performed. [HSA0.PR.1.H](#)
 - i. Utilize correct finger patterns in performing scales and repertoire in major and minor keys up to 4 sharps and 4 flats. [HSA0.PR.1.I](#)
 - j. Analyze individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo. [HSA0.PR.1.J](#)
2. Read and Notate music. [HSA0.PR.2](#)
 - a. Read and notate rhythms, notes, time signatures, clefs, and key signatures used in music being performed including whole notes, half notes, quarter notes, eighth notes, dotted half notes, dotted quarter notes, dotted eighth notes, sixteenth notes and their corresponding rests in the time signatures of 4/4, $\frac{3}{4}$, 2/4, 6/8, alla breve, and mixed meter. [HSA0.PR.2.A](#)
 - b. Analyze the performance of dynamics, tempo, symbols of form, articulation, and expression as used in corresponding literature. [HSA0.PR.2.B](#)
 - c. Use the circle of fifths to identify and perform keys appropriate to the music being performed. [HSA0.PR.2.C](#)
 - d. Accurately and expressively sight-read music with a difficulty level of III on a scale of I to VI. [HSA0.PR.2.D](#)

Responding

1. Listen to, analyze, and describe music. [HSA0.RE.1](#)
 - a. Assess how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance. [HSA0.RE.1.A](#)
 - b. Analyze melodic and harmonic material and phrase endings in given examples (e.g. aural, written, performed). [HSA0.RE.1.B](#)
 - c. Discuss the form and phrase structure of music being performed. [HSA0.RE.1.C](#)
2. Evaluate music and music performances. [HSA0.RE.2](#)
 - a. Critique recorded examples of music performed by the ensemble and other ensembles and assess strategies for improvement. [HSA0.RE.2.A](#)
 - b. Analyze a given musical work in terms of its aesthetic qualities and assess the musical means it uses to evoke feelings and emotions. [HSA0.RE.2.B](#)
 - c. Listen to and/or watch professional ensembles and assess critical expressive elements. [HSA0.RE.2.C](#)
 - d. Evaluate and discuss ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric. [HSA0.RE.2.D](#)

Connecting

1. Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts. [HSA0.CN.1](#)
 - a. Assess the benefits of musical study as part of a well-rounded education. [HSA0.CN.1.A](#)
 - b. Compare characteristics of music with other arts within a particular historical period or style (e.g. Impressionistic and Baroque art and music). [HSA0.CN.1.B](#)
 - c. Analyze the ways in which other subjects relate to music. [HSA0.CN.1.C](#)
 2. Understand music in relation to history and culture. [HSA0.CN.2](#)
 - a. Classify a musical selection by time period and analyze the reasoning behind the classification. [HSA0.CN.2.A](#)
 - b. Analyze the ways in which the music performed in class relates to the culture and society of its time and other times. [HSA0.CN.2.B](#)
-

Mastery Orchestra

Creating

1. **Improvise, compose, and arrange music within specified guidelines.** [HSMO.CR.1](#)
 - a. **Improvise, compose, or arrange rhythmic patterns (e.g. clapping, singing, playing an instrument).** [HSMO.CR.1.A](#)
 - b. **Improvise, compose, or arrange a melody or variation of a melody.** [HSMO.CR.1.B](#)
 - c. **Share improvised, composed, or arranged pieces.** [HSMO.CR.1.C](#)
 - d. **Refine improvised or composed pieces using student-created criteria.** [HSMO.CR.1.D](#)

Performing

1. Perform a varied repertoire of music on instruments, alone and with others. **HSMO.PR.1**
 - a. Demonstrate the ability to match pitch and adjust intonation through playing and singing. **HSMO.PR.1.A**
 - b. Demonstrate an understanding of phrasing through performing melodies. **HSMO.PR.1.B**
 - c. Analyze and justify characteristic tone production on a string instrument with relation to bow weight, bow speed, bow distribution and contact point. **HSMO.PR.1.C**
 - d. Perform with expression and technical accuracy a large and varied repertoire of orchestral and ensemble literature with a level of difficulty of V and/or VI on a scale of I to VI. **HSMO.PR.1.D**
 - e. Use an artistically advanced vibrato in appropriate orchestra literature. **HSMO.PR.1.E**
 - f. Exhibit the ability to accurately tune respective instrument. **HSMO.PR.1.F**
 - g. Demonstrate the ability to play in ½ through VII positions and use those positions in determining the best fingerings to use in music being performed. **HSMO.PR.1.G**
 - h. Produce a characteristic, artistic sound using bowings and articulations used in music being performed. **HSMO.PR.1.H**
 - i. Utilize correct finger patterns in performing scales and repertoire in major and minor keys using up to 5 sharps or 5 flats and any other keys used in music being performed. **HSMO.PR.1.I**
 - j. Analyze and justify individual and group roles within the ensemble relating to tone, tuning, balance, blend, dynamics, phrasing, rhythm and tempo. **HSMO.PR.1.J**
2. Read and Notate music. **HSMO.PR.2**
 - a. Read and notate rhythms, notes, time signatures, clefs, and key signatures used in music being performed. **HSMO.PR.2.A**
 - b. Analyze and justify the performance of dynamics, tempo, symbols of form, articulation, and expression as used in corresponding literature. **HSMO.PR.2.B**
 - c. Use the circle of fifths to identify and perform keys appropriate to the music being performed. **HSMO.PR.2.C**
 - d. Accurately and expressively sight-read music with a difficulty level of IV on a scale of I to VI. **HSMO.PR.2.D**

Responding

1. Listen to, analyze, and describe music. **HSMO.RE.1**
 - a. Assess and justify how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) impact a performance. **HSMO.RE.1.A**
 - b. Analyze melodic and harmonic material and phrase endings in given examples (e.g. aural, written, performed). **HSMO.RE.1.B**
 - c. Discuss the form and phrase structure of music being performed. **HSMO.RE.1.C**
2. Evaluate music and music performances. **HSMO.RE.2**
 - a. Critique recorded examples of music performed by the ensemble and other ensembles and assess and justify strategies for improvement. **HSMO.RE.2.A**
 - b. Analyze a given musical work in terms of its aesthetic qualities and assess and justify the musical means it uses to evoke feelings and emotions. **HSMO.RE.2.B**
 - c. Listen to and/or watch professional ensembles and analyze and justify critical expressive choices. **HSMO.RE.2.C**
 - d. Assess and justify choices heard in ensemble performance recordings using the Georgia Music Educators Association Orchestra Performance Evaluation Rubric. **HSMO.RE.2.D**

Connecting

1. Demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts. **HSMO.CN.1**
 - a. Assess and justify the benefits of musical study as part of a well-rounded education. **HSMO.CN.1.A**
 - b. Compare characteristics of music with other arts within a particular historical period or style (e.g. Impressionistic and Baroque art and music). **HSMO.CN.1.B**
 - c. Analyze the ways in which other subjects relate to music. **HSMO.CN.1.C**
 2. Understand music in relation to history and culture. **HSMO.CN.2**
 - a. Classify a musical selection by time period and analyze and justify the reasoning behind the classification. **HSMO.CN.2.A**
 - b. Analyze and justify the ways in which the music performed in class relates to the culture and society of its time and other times. **HSMO.CN.2.B**
-

Beginning Piano

Creating

1. Improvise melodies, variations, and accompaniments. **HSBP.CR.1**
 - a. Improvise rhythmic patterns by clapping, singing, playing an instrument. **HSBP.CR.1.A**
 - b. Improvise a melody using scales (e.g. pentatonic, major, minor, blues). **HSBP.CR.1.B**
 - c. Demonstrate a rhythmic ostinato to be performed with a melody. **HSBP.CR.1.C**
 2. Compose and arrange music within specified guidelines. **HSBP.CR.2**
 - a. Compose rhythmic exercises and short melodies using traditional and/or non-traditional notations, which incorporate the use of dynamics. **HSBP.CR.2.A**
 - b. Set a short poetic phrase and/or text to music. **HSBP.CR.2.B**
-

Performing

1. Perform a varied repertoire of music. **HSBP.PR.1**
 - a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion. **HSBP.PR.1.A**
 - b. Demonstrate proper warm-up techniques through playing at least one octave of C, G, and D major scales, and technical exercises that increase playing agility and strength, including cadences. **HSBP.PR.1.B**
 - c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy). **HSBP.PR.1.C**
 - d. Use context cues to sight-read music literature at an appropriate level. **HSBP.PR.1.D**
2. Analyze selection of repertoire. **HSBP.PR.2**
 - a. Describe how pianists decide which pieces to learn and perform. **HSBP.PR.2.A**
 - b. Student will point out characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition). **HSBP.PR.2.B**
3. Notate music. **HSBP.PR.3**
 - a. Utilize a counting system and pitch learning procedure to read music appropriate to ability. **HSBP.PR.3.A**
 - b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, direction, and other expressive elements. **HSBP.PR.3.B**
 - c. Notate simple rhythms and melodies utilizing a dictation method. **HSBP.PR.3.C**
 - d. Notate a simple musical composition. **HSBP.PR.3.D**

Responding

1. Read about, listen to, analyze, and describe music. [HSBP.RE.1](#)
 - a. Read about appropriate music based on skill level. [HSBP.RE.1.A](#)
 - b. Listen to a musical recording or video in terms of form, voicing, and dynamic contrast. [HSBP.RE.1.B](#)
 - c. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, and musical form. [HSBP.RE.1.C](#)
 - d. Utilize writing skills to describe the elements of music, and the emotions and thoughts that music communicates. [HSBP.RE.1.D](#)
2. Evaluate music and music performances. [HSBP.RE.2](#)
 - a. Evaluate a piano performance using teacher-based criteria (e.g. attention to accuracy of correct notes, written or improvised, rhythm and dynamics). [HSBP.RE.2.A](#)
 - b. Demonstrate practice strategies to refine a performance using teacher-based criteria. [HSBP.RE.2.B](#)
 - c. Recognize and demonstrate context-appropriate performer and audience etiquette. [HSBP.RE.2.C](#)
 - d. Explain how people from different backgrounds judge music and music performances. [HSBP.RE.2.D](#)

Connecting

1. Understand music in relation to history and culture. [HSBP.CN.1](#)
 - a. Describe the characteristics of music from different cultures. [HSBP.CN.1.A](#)
 - b. Identify genres, styles, and composers within specific historical and cultural contexts. [HSBP.CN.1.B](#)
 - c. Identify repertoire that represents various periods, composers, cultures, styles, and genres. [HSBP.CN.1.C](#)
 - d. Explain the history of the piano. [HSBP.CN.1.D](#)
-

Intermediate Piano

Creating

1. Improvise melodies, variations, and accompaniments. **HSIP.CR.1**
 - a. Improvise rhythmic patterns by clapping, singing, playing an instrument. **HSIP.CR.1.A**
 - b. Improvise a melody using scales (e.g. pentatonic, major, minor, blues). **HSIP.CR.1.B**
 - c. Demonstrate a rhythmic ostinato to be performed with a melody. **HSIP.CR.1.C**
 2. Compose and arrange music within specified guidelines. **HSIP.CR.2**
 - a. Compose rhythmic exercises and short melodies using traditional and/or non-traditional notations, which incorporate the use of dynamics. **HSIP.CR.2.A**
 - b. Set a short poetic phrase and/or text to music. **HSIP.CR.2.B**
-

Performing

1. Perform a varied repertoire of music on instruments, alone and with others. **HSIP.PR.1**
 - a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion. **HSIP.PR.1.A**
 - b. Demonstrate proper warm-up techniques through playing at least two octaves of major and harmonic minor scales, the parallel octave chromatic scale, major arpeggios and technical exercises that increase playing agility and strength, including appropriate cadences. **HSIP.PR.1.B**
 - c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy). **HSIP.PR.1.C**
 - d. Use context cues to sight-read music literature at an appropriate level. **HSIP.PR.1.D**
2. Analyze selection of repertoire. **HSIP.PR.2**
 - a. Describe how pianists decide which pieces to learn and perform (e.g. personal interest, music reading skills, technical skills mastered and to be addressed). **HSIP.PR.2.A**
 - b. Student will point out characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition). **HSIP.PR.2.B**
3. Notate music. **HSIP.PR.3**
 - a. Utilize a counting system and pitch learning procedure to read music appropriate to ability. **HSIP.PR.3.A**
 - b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, direction, and other expressive elements. **HSIP.PR.3.B**
 - c. Notate simple rhythms and melodies utilizing a dictation method. **HSIP.PR.3.C**
 - d. Notate a simple music composition. **HSIP.PR.3.D**

Responding

1. Read about, listen to, analyze, and describe music. **HSIP.RE.1**
 - a. Read about appropriate music based on skill level. **HSIP.RE.1.A**
 - b. Listen to a musical recording or video in terms of form, voicing, and dynamic contrast. **HSIP.RE.1.B**
 - c. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, and musical form. **HSIP.RE.1.C**
 - d. Utilize writing skills to describe the elements of music, and the emotions and thoughts that music communicates. **HSIP.RE.1.D**
2. Evaluate music and music performances. **HSIP.RE.2**
 - a. Teacher will provide criteria to evaluate a piano performance (e.g. attention to accuracy of correct written or improvised notes, rhythm and dynamics). **HSIP.RE.2.A**
 - b. Identify criteria by which to address practice strategies to refine a performance. **HSIP.RE.2.B**
 - c. Recognize and demonstrate context-appropriate performer and audience etiquette. **HSIP.RE.2.C**
 - d. Explain how people from different backgrounds (e.g. personal, social, cultural) judge music and music performances. **HSIP.RE.2.D**

Connecting

1. Understand music in relation to history and culture. **HSIP.CN.1**
 - a. Describe the characteristics of music from different cultures (e.g. social, cultural, historical). **HSIP.CN.1.A**
 - b. Identify genres, styles, and composers within specific social, historical and cultural contexts. **HSIP.CN.1.B**
 - c. Identify repertoire that represents various periods, composers, cultures, styles, and genres (e.g. social, cultural, historical). **HSIP.CN.1.C**
 - d. Explain the history of the piano. **HSIP.CN.1.D**
-

Advanced Piano

Creating

1. Improvise melodies, variations, and accompaniments. **HSAP.CR.1**
 - a. Improvise rhythmic patterns by clapping, singing, playing an instrument. **HSAP.CR.1.A**
 - b. Improvise a melody using scales (e.g. pentatonic, major, minor, blues). **HSAP.CR.1.B**
 - c. Improvise accompaniment patterns within a given, specific harmonic progression (I-(ii)- IV-V(7)-I). **HSAP.CR.1.C**
2. Compose and arrange music within specified guidelines. **HSAP.CR.2**
 - a. Construct rhythmic exercises and short melodies using traditional and/or non-traditional notations, which incorporate the use of dynamics. **HSAP.CR.2.A**
 - b. Compose melodic, rhythmic, and harmonic ideas for compositions in simple form (e.g. theme and variation, 12-bar blues, patterned accompaniment). **HSAP.CR.2.B**
 - c. Apply concepts of composition using music notation software to produce a correctly notated musical arrangement in a simple form. **HSAP.CR.2.C**

Performing

1. Perform a varied repertoire of music. [HSAP.PR.1](#)
 - a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion. [HSAP.PR.1.A](#)
 - b. Demonstrate proper warm-up techniques through playing at least two octaves of major and harmonic minor scales, the parallel octave chromatic scale, major and minor arpeggios and technical exercises that increase playing agility and strength, including appropriate cadences (I-(ii)-IV-V(7)-I). [HSAP.PR.1.B](#)
 - c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy). [HSAP.PR.1.C](#)
 - d. Use context cues to sight-read music literature at an appropriate level. [HSAP.PR.1.D](#)
2. Analyze selection of repertoire. [HSAP.PR.2](#)
 - a. Select pieces to learn and perform and explain choices (e.g. personal interest, music reading skills, technical skills mastered and to be addressed). [HSAP.PR.2.A](#)
 - b. Explain characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition). [HSAP.PR.2.B](#)
3. Notate music. [HSAP.PR.3](#)
 - a. Utilize a counting system and pitch learning procedure to read music appropriate to ability. [HSAP.PR.3.A](#)
 - b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, direction, and other expressive elements. [HSAP.PR.3.B](#)
 - c. Notate simple rhythms and melodies utilizing a dictation method. [HSAP.PR.3.C](#)
 - d. Notate an original music composition in a simple form (e.g. theme and variation, 12-bar blues, pattered accompaniment). [HSAP.PR.3.D](#)

Responding

1. Read about, listen to, analyze, and describe music. **HSAP.RE.1**
 - a. Read about appropriate music based on skill level. **HSAP.RE.1.A**
 - b. Listen to a musical recording or video in terms of form, voicing, and dynamic contrast. **HSAP.RE.1.B**
 - c. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, and musical form. **HSAP.RE.1.C**
 - d. Explain reasons for choosing particular music to listen to and analyze. **HSAP.RE.1.D**
 - e. Utilize writing skills to describe the elements of music, and the emotions and thoughts that music communicates. **HSAP.RE.1.E**
2. Evaluate music and music performances. **HSAP.RE.2**
 - a. Develop and apply criteria to evaluate a piano performance (e.g. attention to accuracy of correct written or improvised notes, rhythm and dynamics). **HSAP.RE.2.A**
 - b. Identify criteria by which to address practice strategies to refine a performance. **HSAP.RE.2.B**
 - c. Recognize and demonstrate context-appropriate performer and audience etiquette. **HSAP.RE.2.C**
 - d. Explain how people from different backgrounds (e.g. personal, social, cultural) judge music and music performances. **HSAP.RE.2.D**

Connecting

1. Understand relationships between music, the other arts, disciplines outside the arts, history, and culture. **HSAP.CN.1**
 - a. Describe how music relates to fine arts and other disciplines. **HSAP.CN.1.A**
 - b. Describe the characteristics of music from different cultures. **HSAP.CN.1.B**
 - c. Identify distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres. **HSAP.CN.1.C**
 2. Understand music in relation to history and culture. **HSAP.CN.2**
 - a. Identify and compare performance styles of performance literature. **HSAP.CN.2.A**
 - b. Investigate and connect characteristics of music from the different historical style periods and the appropriate musical context (e.g. social, cultural, historical). **HSAP.CN.2.B**
 - c. Explain the history of the piano. **HSAP.CN.2.C**
 - d. Identify and compare, throughout different cultures and historical time periods, various music-related careers, roles of musicians, and conditions under which music is typically performed. **HSAP.CN.2.D**
-

Mastery Piano

Creating

1. Improvise melodies, variations, and accompaniments. [HSMP.CR.1](#)
 - a. Improvise a melody to a specified eight-measure harmonic progression in the keys of C, a, G, e, F, d utilizing various musical styles and techniques. [HSMP.CR.1.A](#)
 - b. Play by ear simple melodies and provide rhythmic and melodic variations based on those melodies. [HSMP.CR.1.B](#)
 - c. Improvise accompaniment patterns within a given, specific harmonic progression (I-(ii)- IV-V(7)-I). [HSMP.CR.1.C](#)
2. Compose and arrange music within specified guidelines. [HSMP.CR.2](#)
 - a. Compose rhythmic exercises and short melodies using traditional and/or non-traditional notations, which incorporate the use of dynamics and varied styles. [HSMP.CR.2.A](#)
 - b. Compose melodic, rhythmic, and harmonic ideas for compositions in complex form (e.g. rounded binary, rondo). [HSMP.CR.2.B](#)
 - c. Demonstrate the ability to use music notation software to produce a correctly notated musical example of both an arrangement and original composition. [HSMP.CR.2.C](#)

Performing

1. Perform a varied repertoire of music. **HSMP.PR.1**
 - a. Demonstrate characteristic playing position, posture, fingering techniques, and hand and arm motion. **HSMP.PR.1.A**
 - b. Demonstrate proper warm-up techniques through playing at least two octaves of major and harmonic minor scales, the parallel octave chromatic scale, major and minor arpeggios and technical exercises that increase playing agility and strength, including appropriate cadences (I-(ii)-IV-V(7)-I). **HSMP.PR.1.B**
 - c. Use specific skills to perform appropriate music literature (e.g. dynamic expression, appropriate phrasing and articulation, style, balance, steady tempo, rhythmic accuracy). **HSMP.PR.1.C**
 - d. Use context cues to sight-read music literature at an appropriate level. **HSMP.PR.1.D**
2. Analyze selection of repertoire. **HSMP.PR.2**
 - a. Select pieces to learn and perform. Explain and justify choices (e.g. personal interest, music reading skills, technical skills mastered and to be addressed). **HSMP.PR.2.A**
 - b. Explain characteristics of pieces being studied and performed (e.g. chords, melodies, context of composition). **HSMP.PR.2.B**
3. Notate music. **HSMP.PR.3**
 - a. Utilize a counting system and pitch learning procedure to read music appropriate to ability. **HSMP.PR.3.A**
 - b. Identify, describe and incorporate music vocabulary and symbols for pitch, key signatures, rhythm, dynamics, tempo, articulation, expression and direction (including repeat signs, da capo) into individual and ensemble performances. **HSMP.PR.3.B**
 - c. Notate rhythms and melodies utilizing a dictation method. **HSMP.PR.3.C**
 - d. Notate an original music composition in a complex form (e.g. rounded binary, rondo). **HSMP.PR.3.D**

Responding

1. Read about, listen to, analyze, and describe music. **HSMP.RE.1**
 - a. Read about appropriate music based on skill level. **HSMP.RE.1.A**
 - b. Listen to a musical recording or video in terms of form, voicing, and dynamic contrast. **HSMP.RE.1.B**
 - c. Describe and analyze a musical score in terms of melodic intervals, rhythmic structure, and musical form. **HSMP.RE.1.C**
 - d. Develop and justify reasons for choosing particular music to listen to and analyze. **HSMP.RE.1.D**
 - e. Utilize writing skills to analyze the elements of music, and the emotions and thoughts that music communicates. **HSMP.RE.1.E**
2. Evaluate music and music performances. **HSMP.RE.2**
 - a. Develop and apply criteria to evaluate a piano performance (e.g. attention to accuracy of correct written or improvised notes, rhythm and dynamics). **HSMP.RE.2.A**
 - b. Apply and justify criteria by which to select practice strategies to refine a performance. **HSMP.RE.2.B**
 - c. Recognize and demonstrate context-appropriate performer and audience etiquette. **HSMP.RE.2.C**
 - d. Explain and justify how people from different backgrounds (e.g. personal, social, cultural) judge music and music performances. **HSMP.RE.2.D**

Connecting

1. Understand relationships between music, the other arts, disciplines outside the arts, history, and culture. **HSMP.CN.1**
 - a. Describe in depth and provide examples of the ways in which music relates to fine arts and other disciplines. **HSMP.CN.1.A**
 - b. Describe and analyze the characteristics of music from different cultures. **HSMP.CN.1.B**
 - c. Identify and discuss distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres. **HSMP.CN.1.C**
2. Understand music in relation to history and culture. **HSMP.CN.2**
 - a. Identify and compare performance styles of performance literature. **HSMP.CN.2.A**
 - b. Investigate and connect characteristics of music from the different historical style periods and the appropriate musical context (e.g. social, cultural, historical). **HSMP.CN.2.B**
 - c. Explain in depth the history of the piano. **HSMP.CN.2.C**
 - d. Identify and compare, throughout different cultures and historical time periods, various music-related careers, roles of musicians, and conditions under which music is typically performed. **HSMP.CN.2.D**