HS Proficient

CREATING

1 Generate and conceptualize artistic ideas and work.

1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

a Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more- chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). MU:CR1.1.H.IA

2 Organize and develop artistic ideas and work.

1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.

a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) , and three-ormore- chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). MU:CR2.1.H.IA

3 Refine and complete artistic work.

1 Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

a Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-ormore -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). MU:CR3.1.H.IA

2 Musicians' presentation of creative work is the culmination of a process of creation and communication

a Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues) , and three-ormore -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas. MU:CR3.2.H.IA

PE **elect, analyze, and interpret artistic work for presentation.**

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1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

a Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). MU:PR4.1.H.IA

2 Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

a Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). MU:PR4.2.H.IA

3 Performers make interpretive decisions based on their understanding of context and expressive intent.

a Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns) . MU:PR4.3.H.IA

5 Develop and refine artistic techniques and work for presentation.

1 To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

a Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances. MU:PR5.1.H.IA

6 Convey meaning through the presentation of artistic work.

1 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

a Perform with expression and technical accuracy, in individual and small group performance s, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical). MU:PR6.1.H.IA

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RE erceive and analyze artistic work

1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. MU:RE7.1.H.IA

2 Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music.

a Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response. MU:RE7.2.H.IA

8 Interpret intent and meaning in artistic work.

1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

a Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources. MU:RE8.1.H.IA

9 Apply criteria to evaluate artistic work.

1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

a Develop and apply teacherprovided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening. MU:RE9.1.H.IA

CONNECTING

10 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:CN10.0.H.IA

11 Synthesize and relate knowledge and personal experiences to make art.

Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. MU:CN11.0.H.IA