

Intermediate Vocal and Instrumental Music

CONNECT - Explore and relate artistic ideas and works to past, present, and future societies and cultures. **CN**

1 Relate musical ideas and works with personal, societal, cultural, historical, and daily life contexts, including diverse and marginalized groups. **I.CN.1**

- 1 Explain how musicians, trends, and styles are impacted by societal, cultural, and historical events. **I.CN.1.1**
- 2 Apply skills and knowledge gained from other content areas or personal experiences to solve musical challenges. **I.CN.1.2**
- 3 Identify effective strategies for recognizing and preventing physical and psychological health issues that affect musicians. **I.CN.1.3**

2 Explore advancements in the field of music. **I.CN.2**

- 1 Compare the advantages and disadvantages of exploring music as a vocational, educational, or professional choice. **I.CN.2.1**
- 2 Analyze the impact of contemporary media on the creation, notation, and production of music. **I.CN.2.2**

CREATE - Create and adapt new artistic ideas and work individually or collaboratively. **CR**

1 Create original musical ideas and works, independently and collaboratively. **I.CR.1**

- 1 Improvise on an existing melody. **I.CR.1.1**
- 2 Compose an original countermelody or harmonic accompaniment for given melodies using an appropriate standard notation system. **I.CR.1.2**

2 Adapt musical ideas and works, and those of peers and other artists, independently and collaboratively. **I.CR.2**

- 1 Arrange an existing piece of music for an ensemble of 2-3 parts. **I.CR.2.1**
- 2 Evaluate the ethics of making, producing, and distributing original, transcribed, and arranged music. **I.CR.2.2**

PRESENT - Present, perform, produce, and develop artistic ideas and works. **PR**

1 Perform musical works from a variety of styles, cultures, and genres. **I.PR.1**

- 1 Set personal goals for improving music performance based on feedback. **I.PR.1.1**
- 2 Demonstrate appropriate musical technique consistently without support. **I.PR.1.2**
- 3 Sing or play audiated rhythmic/melodic patterns or intervals in tune. **I.PR.1.3**

- 4 Sight-read countermelodies or rhythmic/harmonic accompaniments. [I.PR.1.4](#)
 - 5 Sing or play chromatic, major, or minor scales with simple key changes, triplets, and ties across the bar line in a variety of meters, including 2/2 and simple meter changes in homophonic or polyphonic repertoire. [I.PR.1.5](#)
 - 6 Demonstrate the meaning of music symbols, terminology, and gestures of a conductor when applicable, in the performance of tempos, forms, articulations, and dynamics found in intermediate repertoire. [I.PR.1.6](#)
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2 Develop musical presentations. [I.PR.2](#)

- 1 Justify chosen musical programming for a specified audience. [I.PR.2.1](#)
 - 2 Identify personal goals to improve active listening and etiquette appropriate in various music performances. [I.PR.2.2](#)
 - 3 Identify components and practices necessary to facilitate an effective performance. [I.PR.2.3](#)
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RESPOND - Analyze and evaluate how the arts communicate. [RE](#)

1 Analyze aural and written works of music from a variety of styles and genres using content-specific vocabulary. [I.RE.1](#)

- 1 Analyze how tempo changes and form are used to structure compositions. [I.RE.1.1](#)
 - 2 Describe how the musician's intent impacts how an audience interprets music. [I.RE.1.2](#)
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2 Evaluate musical works using content-specific vocabulary. [I.RE.2](#)

- 1 Explain how personal preferences impact the ability to view musical works objectively. [I.RE.2.1](#)
- 2 Critique musical performances, compositions, arrangements, and improvisations, generating suggestions for improvement. [I.RE.2.2](#)