

High School: Advanced

Creating:

Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works. **CR**

- 1 **Improvise over chord progressions and symbols in a variety of styles (blues, jazz, world music).** **HSAD.1CR**
- 2 **Compose an original work or arrange a pre-existing work in a variety of meters, including compound meters, for a variety of performing ensembles using standard and iconic notation.** **HSAD.2CR**
- 3 **Compose an original work or arrange a pre-existing work in multiple tonalities for a variety of performing ensembles using written and digital, standard and iconic notation.** **HSAD.3CR**

Performing:

Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts. **PE**

- 1 **Perform or present a rhythm example for a performance group.** **HSAD.1PE**
- 2 **Perform or present a melodic example for a performance group.** **HSAD.2PE**
- 3 **Incorporate technology and media arts in creating, composing, arranging, promoting, and distributing music.** **HSAD.3PE**
- 4 **Defend the purpose of tuning instruments.** **HSAD.4PE**
- 5 **Defend the composer's choices for the elements of music using a varied repertoire of vocal performances.** **HSAD.5PE**

Responding:

Artists/students engage in analysis and interpretation to understand and evaluate artistic works. **RE**

- 1 **Research composers, their lives, and the impact they had on society.** **HSAD.1RE**
- 2 **Design an instrument based on knowledge of instruments from different historical periods and various cultures.** **HSAD.2RE**
- 3 **Develop and apply criteria for evaluating the quality and effectiveness of musical performances and compositions based on an understanding of the elements of music.** **HSAD.3RE**
- 4 **Evaluate a music composition, demonstrating an understanding of music styles and form.** **HSAD.4RE**
- 5 **Apply assessment practices to select, organize, and present personal works to show growth and development in music.** **HSAD.5RE**
- 6 **Follow and respond to advanced/complex cues of a conductor.** **HSAD.6RE**

7 Analyze why culture, environment, values, and personal experiences impact individual responses to music. HSAD.7RE

8 Defend a personal preference for individual sections within the form of historical musical works (symphony, mass, concerto). HSAD.8RE

**Connecting:
Artists/students
understand and
communicate the value
of creative expressions
in internal and external
contexts.** CO

1 Plan the mood and meaning needed in a music piece and find an appropriate example for a social event. HSAD.1CO

2 Defend and advocate for a personal preference in musical performance using criteria based on the elements of music. HSAD.2CO

3 Explain how the roles of creators, performers, and others involved in the production and presentation of each of the arts are similar and different. HSAD.3CO

4 Defend a personal philosophy about the purpose and value of music. HSAD.4CO

5 Select personal music experiences that represent well-developed skills, abilities, and accomplishments (for a portfolio, college audition, studio work). HSAD.5CO

6 Interpret copyright law and discover how someone can protect their compositions once the individual has composed or created their work. HSAD.6CO

7 Analyze music works from various cultures, identifying the unique features of expressive content, and determine how these characteristics contribute to performance style. HSAD.7CO