

South Carolina Visual and Performing Arts

# **Instrumental Music: Grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12**

Adopted 2017

## Creating

### 1 I can compose and arrange music.

1. I can notate rhythm patterns using a defined selection of note values. **IM.CR.NL.1**
  1. I can choose various note values to represent simple rhythm patterns. **IM.CR.NL.1.1**
  2. I can write simple rhythm patterns using standard music notation. **IM.CR.NL.1.2**
1. I can notate tonal patterns using a defined selection of pitches. **IM.CR.NM.1**
  1. I can choose various pitches to represent simple melodic patterns. **IM.CR.NM.1.1**
  2. I can write simple melodic patterns using standard music notation. **IM.CR.NM.1.2**
1. I can notate simple melodies for my instrument **IM.CR.NH.1**
  1. I can write a simple melody within a given key, tonality, and meter. **IM.CR.NH.1.1**
1. I can compose and arrange melodies for my instrument within simple forms. **IM.CR.IL.1**
  1. I can adapt a melody for my instrument. **IM.CR.IL.1.1**
  2. I can create a variation on a given theme. **IM.CR.IL.1.2**
  3. I can compose using verse-refrain, AB, ABA, and theme & variation forms. **IM.CR.IL.1.3**
1. I compose and arrange simple harmonic accompaniments. **IM.CR.IM.1**
  1. I can write basic chords in a given key. **IM.CR.IM.1.1**
  2. I can write a basic chord progression in a given key. **IM.CR.IM.1.2**
  3. I can write a basic harmonic accompany-ment in a given key. **IM.CR.IM.1.3**
1. I can compose and arrange melodies with simple harmonic accompaniments. **IM.CR.IH.1**
  1. I can compose melodies with simple chord progressions. **IM.CR.IH.1.1**
  2. I can arrange melodies with simple chord progressions. **IM.CR.IH.1.2**
1. I can compose and arrange incorporating expressive elements. **IM.CR.AL.1**
  1. I can compose incorporating expressive elements. **IM.CR.AL.1.1**
  2. I can arrange incorporating expressive elements. **IM.CR.AL.1.2**
1. I can compose and arrange short musical works for a small ensemble. **IM.CR.AM.1**
  1. I can arrange a work for two instruments. **IM.CR.AM.1.1**
  2. I can arrange a work for small ensemble. **IM.CR.AM.1.2**
1. I can compose and arrange short musical works for a large ensemble. **IM.CR.AH.1**
  1. I can arrange a work for large ensembles incorporating elements of melody, harmony, rhythm, timbre, texture, form, and expression to communicate a mood, emotion, idea, or experience. **IM.CR.AH.1.1**



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## 2 I can improvise music.

2. I can imitate simple rhythm patterns within a given meter. **IM.CR.NL.2**
  1. I can echo simple rhythm patterns on a neutral syllable, incorporating movement. **IM.CR.NL.2.1**
  2. I can echo simple rhythm patterns using rhythmic solfege or a counting system. **IM.CR.NL.2.2**
  3. I can echo simple rhythm patterns on my instrument. **IM.CR.NL.2.3**
2. I can imitate simple tonal patterns within a given key and tonality. **IM.CR.NM.2**
  1. I can echo simple tonal patterns on a neutral syllable. **IM.CR.NM.2.1**
  2. I can echo simple tonal patterns using tonal solfege on pitch names. **IM.CR.NM.2.2**
  3. I can echo simple tonal patterns on my instrument. **IM.CR.NM.2.3**
2. I can imitate simple melodic phrases given simple chord changes. **IM.CR.NH.2**
  1. I can imitate simple melodic phrases given simple chord changes. **IM.CR.NH.2.1**
  2. I can embellish a given melodic phrase that corresponds with simple chord changes on my instrument. **IM.CR.NH.2.2**
2. I can improvise simple rhythm patterns within a given meter. **IM.CR.IL.2**
  1. I can improvise my own simple rhythm patterns on a neutral syllable, incorporating movement. **IM.CR.IL.2.1**
  2. I can improvise my own simple rhythm patterns using rhythmic solfege or a counting system. **IM.CR.IL.2.2**
  3. I can improvise my own simple rhythm patterns on my instrument. **IM.CR.IL.2.3**
2. I can improvise simple tonal patterns within a given key and tonality. **IM.CR.IM.2**
  1. I can improvise my own simple tonal patterns on a neutral syllable. **IM.CR.IM.2.1**
  2. I can improvise my own simple tonal patterns using tonal solfege or pitch names. **IM.CR.IM.2.2**
  3. I can improvise on my own simple tonal patterns on my instrument. **IM.CR.IM.2.3**
2. I can improvise simple melodic phrases given chord changes. **IM.CR.IH.2**
  1. I can identify chord changes. **IM.CR.IH.2.1**
  2. I can improvise simple melodic phrases that correspond with chord changes. **IM.CR.IH.2.2**
2. I can perform a brief improvisation given a chord progression and meter. **IM.CR.AL.2**
  1. I can improvise short melodic patterns in varying meters. **IM.CR.AL.2.1**

2. I can improvise a short passage using only a chord progression or lead sheet. [IM.CR.AL.2.2](#)
  2. I can perform an improvisation given a motive, chord progression, and meter. [IM.CR.AM.2](#)
    1. I can perform an improvisation on a given motive. [IM.CR.AM.2.1](#)
    2. I can improvise an extended passage using only a chord progression or lead sheet. [IM.CR.AM.2.2](#)
  2. I can perform an extended spontaneous improvisation with freedom and expression featuring motivic development within a given key, tonality, meter, and style. [IM.CR.AH.2](#)
    1. I can improvise an extended unaccompanied solo within a given key, tonality, meter, and style. [IM.CR.AH.2.1](#)
    2. I can improvise freely within a given key, tonality, meter, and style, responding to aural cues from other members of an ensemble. [IM.CR.AH.2.2](#)
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## Performing

### 3 I can produce a characteristic tone.

#### Band

3. I can produce a steady, free tone on a comfortable pitch. **IM.B.P.NL.3**
  1. I can play the first sounds on my instrument with characteristic tone quality. **IM.B.P.NL.3.1**
  2. I can demonstrate correct posture and playing position. **IM.B.P.NL.3.2**
3. I can produce a steady, free tone within a limited range. **IM.B.P.NM.3**
  1. I can play the first 3-5 pitches on my instrument with characteristic tone quality. **IM.B.P.NM.3.1**
3. I can produce a steady, free tone with a limited range, in tune. **IM.B.P.NH.3**
  1. I can play all of the pitches I've learned with a characteristic tone and in tune. **IM.B.P.NH.3.1**
3. I can produce a centered tone in a comfortable register. **IM.B.P.IL.3**
  1. I can play in tune within a limited range. **IM.B.P.IL.3.1**
3. I can produce a centered tone in most registers. **IM.B.P.IM.3**
  1. I can play in tune within an expanding range. **IM.B.P.IM.3.1**
3. I can produce a centered tone in all registers. **IM.B.P.IH.3**
  1. I can consistently play in tune. **IM.B.P.IH.3.1**
3. I can produce a centered tone in all registers and at moderate dynamic levels. **IM.B.P.AL.3**
  1. I can identify intonation inaccuracies and make adjustments as needed. **IM.B.P.AL.3.1**
3. I can consistently produce a centered, vibrant tone in all registers and across the entire dynamic range of my instrument. **IM.B.P.AM.3**
  1. I can play in tune individually with a vibrant tone. **IM.B.P.AM.3.1**
  2. I can play in tune across a range of dynamics on my instrument with a vibrant tone. **IM.B.P.AM.3.2**
3. I can adjust tone color, vibrato speed, and vibrato width in response to stylistic demands and the musical needs of an ensemble. **IM.B.P.AH.3**
  1. I can play in tune individually and with an ensemble while making adjustments as needed. **IM.B.P.AH.3.1**

#### Orchestra

3. I can produce a steady, free tone on a comfortable pitch. **IM.O.P.NL.3**
  1. I can hold my bow correctly. **IM.O.P.NL.3.1**
  2. I can move the bow on open strings. **IM.O.P.NL.3.2**
3. I can produce a steady, free tone within a limited range. **IM.O.P.NM.3**
  1. I can move my bow, both up and down, while playing a selection of notes. **IM.O.P.NM.3.1**

2. I can identify whole and half steps, placing my fingers on my strings accordingly. **IM.O.P.NM.3.2**
3. I can produce a steady, free tone with a limited range, in tune. **IM.O.P.NH.3**
  1. I can play with my left hand in position using correct finger patterns on the fingerboard. **IM.O.P.NH.3.1**
  2. I can move the bow using detached and connected bow stroke techniques. **IM.O.P.NH.3.2**
  3. I can listen and adjust my finger placement to match a given pitch. **IM.O.P.NH.3.3**
3. I can produce a centered tone in a comfortable register. **IM.O.P.IL.3**
  1. I can play in tune within an ensemble on an appropriate level of music. **IM.O.P.IL.3.1**
  2. I can identify notes that are higher or lower than first position on my instrument. **IM.O.P.IL.3.2**
3. I can produce a centered tone in most registers. **IM.O.P.IM.3**
  1. I can perform appropriate scales that use expanded registers, in tune. **IM.O.P.IM.3.1**
  2. I can move my left hand position to execute basic extensions and shifting finger patterns, in tune. **IM.O.P.IM.3.2**
3. I can produce a centered tone in all registers. **IM.O.P.IH.3**
  1. I can perform using appropriate finger placement associated with extensions and shifting. **IM.O.P.IH.3.1**
  2. I can play in tune in higher positions, making accurate shifts. **IM.O.P.IH.3.2**
  4. I can move my left hand using primary vibrato skills. **IM.O.P.IH.3.4**
  3. I can play using specific contact points on my instrument and bow to create dynamics. **IM.O.P.IH.3.3**
3. I can produce a centered tone in all registers and at moderate dynamic levels. **IM.O.P.AL.3**
  1. I can perform using appropriate bowing dexterity to produce varied dynamics. **IM.O.P.AL.3.1**
  2. I can perform using appropriate hand positions with precise shifting technique and finger selections. **IM.O.P.AL.3.2**
  3. I can perform using vibrato to develop resonant tone. **IM.O.P.AL.3.3**
3. I can consistently produce a centered, vibrant tone in all registers and across the entire dynamic range of my instrument. **IM.O.P.AM.3**
  1. I can perform with a full, resonant tone in all registers of my instrument. **IM.O.P.AM.3.1**
  2. I can perform using appropriate vibrato width and speed in all registers of my instrument. **IM.O.P.AM.3.2**

3. I can adjust tone color, vibrato speed, and vibrato width in response to stylistic demands and the musical needs of an ensemble. **IM.O.P.AH.3**
  1. I can play in tune individually and with an ensemble by blending into a uniform sound while making adjustments as needed. **IM.O.P.AH.3.1**
  2. I can perform with the same tone, resonance, and vibrato of others in an ensemble. **IM.O.P.AH.3.2**

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#### 4 I can perform with technical accuracy and expression.

##### Band

4. I can demonstrate correct posture, guide position, and fundamental fingering/stick/bow technique. **IM.B.P.NL.4**
  1. I can hold my instrument the correct way at all times. **IM.B.P.NL.4.1**
  2. I can play using correct fingering/sticking technique. **IM.B.P.NL.4.2**
  3. I can play simple scale and/or rudimental patterns. **IM.B.P.NL.4.3**
4. I can keep a steady pulse in duple and triple division and produce basic articulations. **IM.B.P.NM.4**
  1. I can keep a steady pulse in various meters. **IM.B.P.NM.4.1**
  2. I can play using basic articulations. **IM.B.P.NM.4.2**
4. I can perform basic dynamic contrasts and simple phrases. **IM.B.P.NH.4**
  1. I can demonstrate correct technique for performing loud and soft dynamics. **IM.B.P.NH.4.1**
  2. I can shape a basic musical phrase. **IM.B.P.NH.4.2**
4. I can demonstrate increasing dexterity across an expanding range and at increasing tempos. **IM.B.P.IL.4**
  1. I can play scales and/or rudiments with accuracy. **IM.B.P.IL.4.1**
  2. I can perform an expanding variety of articulations with accuracy. **IM.B.P.IL.4.2**
4. I can perform increasingly complex rhythms and meters with precision and produce an expanding variety of articulations with increasing facility. **IM.B.P.IM.4**
  1. I can play syncopated patterns, quarter, eighth, and sixteenth note rhythms in various meters. **IM.B.P.IM.4.1**
4. I can produce gradual, controlled dynamic changes and perform extended phrases. **IM.B.P.IH.4**
  1. I can demonstrate dynamic contrast and play four to eight bar phrases. **IM.B.P.IH.4.1**
4. I can demonstrate fluent fingering/stick/bow technique across the entire range of my instrument. **IM.B.P.AL.4**
  1. I can demonstrate the entire fingering system/position or rudiment for my instrument. **IM.B.P.AL.4.1**
4. I can perform with appropriate flexibility within given meter and use advanced articulation techniques in a stylistically appropriate way. **IM.B.P.AM.4**
  1. I can demonstrate appropriate tempo flexibility within a given meter. **IM.B.P.AM.4.1**
  2. I can play in a specified style. **IM.B.P.AM.4.2**

4. I can control pitch and tone quality across expanded dynamic range, using appropriate stylistic nuance and expressive inflections. **IM.B.P.AH.4**
  1. I can perform with technical ease and stylistic integrity. **IM.B.P.AH.4.1**

#### Orchestra

4. I can demonstrate correct posture, guide position, and fundamental fingering/stick/bow technique. **IM.O.P.NL.4**
  1. I can hold my instrument correctly at all times. **IM.O.P.NL.4.1**
  2. I can hold my instrument with appropriate posture. **IM.O.P.NL.4.2**
  3. I can play my instrument using correct bow hold and bow movement. **IM.O.P.NL.4.3**
4. I can keep a steady pulse in duple and triple division and produce basic articulations. **IM.O.P.NM.4**
  1. I can perform basic rhythms, keeping a steady pulse. **IM.O.P.NM.4.1**
  2. I can perform music in simple duple and triple meters. **IM.O.P.NM.4.2**
  3. I can play using basic articulations. **IM.O.P.NM.4.3**
4. I can perform basic dynamic contrasts and simple phrases. **IM.O.P.NH.4**
  1. I can demonstrate loud and soft dynamics. **IM.O.P.NH.4.1**
  2. I can play musical phrases within my repertoire. **IM.O.P.NH.4.2**
4. I can demonstrate increasing dexterity across an expanding range and at increasing tempos. **IM.O.P.IL.4**
  1. I can perform using correct hand positions to reach appropriate registers of my instrument. **IM.O.P.IL.4.1**
  2. I can perform with increasing tempo using precise finger placement and bow movement. **IM.O.P.IL.4.2**
4. I can perform increasingly complex rhythms and meters with precision and produce an expanding variety of articulations with increasing facility. **IM.O.P.IM.4**
  1. I can perform rhythms using a developing knowledge of note and rest values. **IM.O.P.IM.4.1**
  2. I can perform a variety of articulations. **IM.O.P.IM.4.2**
  3. I can perform music containing compound duple and triple time signatures. **IM.O.P.IM.4.3**
4. I can produce gradual, controlled dynamic changes and perform extended phrases. **IM.O.P.IH.4**
  1. I can perform using dynamic expression. **IM.O.P.IH.4.1**
  2. I can perform lyrically shaped dynamics using appropriate bow control. **IM.O.P.IH.4.2**
4. I can demonstrate fluent fingering/stick/bow technique across the entire range of my instrument. **IM.O.P.AL.4**

1. I can perform using appropriate hand positions with precise shifting technique and fingerings. [IM.O.P.AL.4.1](#)
2. I can perform using a variety of articulations with increasing dexterity. [IM.O.P.AL.4.2](#)
4. I can perform with appropriate flexibility within given meter and use advanced articulation techniques in a stylistically appropriate way. [IM.O.P.AM.4](#)
  1. I can perform with appropriate and well-defined bowing techniques. [IM.O.P.AM.4.1](#)
4. I can control pitch and tone quality across expanded dynamic range, using appropriate stylistic nuance and expressive inflections. [IM.O.P.AH.4](#)
  1. I can perform with technical ease and stylistic integrity. [IM.O.P.AH.4.1](#)

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## 5 I can perform using musical notation.

5. I can identify music notation symbols representing simple familiar tonal and rhythm patterns and tunes. **IM.P.NL.5**
1. I can identify the pitches in the clef appropriate to my instrument. **IM.P.NL.5.1**
2. I can identify accidentals and simple key signatures. **IM.P.NL.5.2**
3. I can identify note values in familiar patterns and tunes. **IM.P.NL.5.3**
4. I can identify simple familiar rhythm patterns with corresponding notation. **IM.P.NL.5.4**
5. I can perform simple familiar tonal and rhythm patterns and tunes using music notation. **IM.P.NM.5**
  1. I can perform simple familiar rhythm patterns using music notation. **IM.P.NM.5.1**
  2. I can perform simple familiar tonal patterns using music notation. **IM.P.NM.5.2**
  3. I can perform simple familiar tunes using music notation. **IM.P.NM.5.3**
5. I can perform simple unfamiliar tonal and rhythm patterns and tunes using music notation. **IM.P.NH.5**
  1. I can perform simple unfamiliar rhythm patterns using music notation. **IM.P.NH.5.1**
  2. I can perform simple unfamiliar tonal patterns using music notation. **IM.P.NH.5.2**
  3. I can perform simple unfamiliar tunes using music notation. **IM.P.NH.5.3**
5. I can identify music notation symbols representing an expanded set of tonal, rhythmic, technical, expressive, and formal indications. **IM.P.IL.5**
  1. I can identify advanced key signatures in the clef appropriate to my instrument. **IM.P.IL.5.1**
  2. I can identify advanced note values and meter signatures that represent syncopation and smaller beat subdivisions in my music. **IM.P.IL.5.2**
  3. I can identify technical, expressive, and formal indications in my music. **IM.P.IL.5.3**
5. I can perform at sight simple unfamiliar musical works. **IM.P.IM.5**
  1. I can perform at sight simple unfamiliar musical works with accurate pitches. **IM.P.IM.5.1**
  2. I can perform at sight simple unfamiliar musical works with accurate pitches and rhythms. **IM.P.IM.5.2**
  3. I can perform at sight simple unfamiliar musical works with accurate pitches and rhythms at a steady tempo. **IM.P.IM.5.3**
5. I can perform at sight moderately complex unfamiliar musical works. **IM.P.IH.5**
  1. I can perform at sight moderately complex unfamiliar musical works with accurate pitches. **IM.P.IH.5.1**

2. I can perform at sight moderately complex unfamiliar musical works with accurate pitches and rhythms. [IM.P.IH.5.2](#)
  3. I can perform at sight moderately complex unfamiliar musical works with accurate pitches and rhythms at a steady tempo. [IM.P.IH.5.3](#)
  5. I can perform at sight complex unfamiliar musical works with accuracy. [IM.P.AL.5](#)
    1. I can perform at sight complex unfamiliar musical works with accurate pitches. [IM.P.AL.5.1](#)
    2. I can perform at sight complex unfamiliar musical works with accurate pitches and rhythms. [IM.P.AL.5.2](#)
    3. I can perform at sight complex unfamiliar musical works with accurate pitches and rhythms at a steady tempo. [IM.P.AL.5.3](#)
  5. I can perform at sight complex unfamiliar musical works with accuracy and appropriate expression/interpretation. [IM.P.AM.5](#)
    1. I can perform at sight complex unfamiliar musical works with correct articulation. [IM.P.AM.5.1](#)
    2. I can perform at sight complex unfamiliar musical works with correct dynamics. [IM.P.AM.5.2](#)
    3. I can perform at sight complex unfamiliar musical works with appropriate phrasing. [IM.P.AM.5.3](#)
  5. I can perform at sight complex unfamiliar musical works with accuracy, appropriate expression/interpretation, and fluency. [IM.P.AH.5](#)
    1. I can perform at sight complex unfamiliar music works with fluency. [IM.P.AH.5.1](#)
    2. I can perform at sight complex unfamiliar musical works with stylistic integrity. [IM.P.AH.5.2](#)
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## Responding

### 6 I can analyze music.

6. I can identify the elements of music in compositions that I hear. **IM.R.NL.6**
  1. I can name the instruments that I hear. **IM.R.NL.6.1**
  2. I can identify tempo and rhythm. **IM.R.NL.6.2**
  3. I can identify melody, harmony, and form. **IM.R.NL.6.3**
6. I can identify musical symbols and describe how the elements of music are used. **IM.R.NM.6**
  1. I can describe what I hear in a piece of music using musical vocabulary. **IM.R.NM.6.1**
  2. I can identify musical terms in written music that I perform and rehearse. **IM.R.NM.6.2**
  3. I can identify musical symbols in my music. **IM.R.NM.6.3**
6. I can describe how repetition and contrast are used in music and identify key signatures. **IM.R.NH.6**
  1. I can explain how repetition is used in music. **IM.R.NH.6.1**
  2. I can describe similarities and differences in the music that I hear. **IM.R.NH.6.2**
  3. I can identify key signatures as they appear in music that I see. **IM.R.NH.6.3**
6. I can identify simple music forms in compositions that I hear and see. **IM.R.IL.6**
  1. I can recognize melodic themes in music that I hear. **IM.R.IL.6.1**
  2. I can recognize form in music that I hear and see. **IM.R.IL.6.2**
  3. I can recognize call and response in music that I hear and see. **IM.R.IL.6.3**
6. I can identify how the elements of music are used in varying genres. **IM.R.IM.6**
  1. I can identify how the melody, harmony, rhythm, timbre, texture, form, and expressive elements are different in varying genres of music. **IM.R.IM.6.1**
  3. I can identify major and minor tonalities. **IM.R.IM.6.3**
6. I can explain how the elements of music are used in varying genres. **IM.R.IH.6**
  1. I can explain the use of melody, harmony, rhythm, timbre, texture, form, and expressive elements in varying genres of music. **IM.R.IH.6.1**
  2. I can describe how the elements of music function in different genres. **IM.R.IH.6.2**
  3. I can identify forms used in varying genres. **IM.R.IH.6.3**
6. I can explain how the use of music elements impacts compositions from different historical periods and cultures. **IM.R.AL.6**
  1. I can identify forms used in varying genres and historical periods. **IM.R.AL.6.1**
  2. I can describe stylistic qualities of music from different historical periods. **IM.R.AL.6.2**
  3. I can describe musical works from different cultures. **IM.R.AL.6.3**

6. I can examine musical forms in compositions from varying genres and styles. **IM.R.AM.6**
  1. I can describe characteristics of a variety of musical forms. **IM.R.AM.6.1**
  2. I can identify key signature changes and modulations in relation to form. **IM.R.AM.6.2**
  3. I can describe stylistic qualities of music from different historical periods and how it applies to my instrument. **IM.R.AM.6.3**
6. I can justify how structure, forms, and performance decisions inform responses to music based on the elements of music. **IM.R.AH.6**
  1. I can identify harmonic structure. **IM.R.AH.6.1**
  2. I can apply stylistic qualities of music from different historical periods as I perform on my instrument. **IM.R.AH.6.2**
  3. I can justify the performance decisions in a variety of musical works. **IM.R.AH.6.3**

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## 7 I can evaluate music.

7. I can actively listen to live or recorded performances to identify some musical elements **IM.R.NL.7**
  1. I can actively listen to music performances. **IM.R.NL.7.1**
7. I can describe my personal interest in music performances using a given list of music terminology. **IM.R.NM.7**
  1. I can use basic music terminology to describe what I am hearing. **IM.R.NM.7.1**
  2. I can summarize my personal preferences of music. **IM.R.NM.7.2**
7. I can list the criteria I use to describe my interest in music performances using appropriate music terminology. **IM.R.NH.7**
  1. I can describe some of the elements of music that I hear in a performance **IM.R.NH.7.1**
  2. I can identify my personal criteria for evaluating music performances. **IM.R.NH.7.2**
7. I can describe the quality of music performances using provided criteria. **IM.R.IL.7**
  1. I can describe what contributes to a quality performance **IM.R.IL.7.1**
7. I can explain my evaluation of performances of others. **IM.R.IM.7**
  1. I can identify criteria used to evaluate performance of others. **IM.R.IM.7.1**
  2. I can describe the elements of music that I hear in performances. **IM.R.IM.7.2**
7. I can describe the quality of my performances and compositions. **IM.R.IH.7**
  1. I can compare my performance to performance of others. **IM.R.IH.7.1**
  2. I can evaluate my compositions using specific criteria. **IM.R.IH.7.2**
7. I can analyze performances and compositions, offering constructive suggestions for improvement using provided criteria. **IM.R.AL.7**
  1. I can formulate constructive feedback for personal performances. **IM.R.AL.7.1**
  2. I can formulate constructive feedback for the performances of others. **IM.R.AL.7.2**
7. I can analyze and critique compositions and performances using personally-developed criteria. **IM.R.AM.7**
  1. I can analyze personal compositions and provide recommendations for improvement **IM.R.AM.7.1**
  2. I can analyze performances and provide recommendations for improvement **IM.R.AM.7.2**
7. I can justify my criteria for evaluating music works and performances based on personal and collaborative research. **IM.R.AH.7**
  1. I can explain criteria used for evaluation. **IM.R.AH.7.1**
  2. I can collaborate with others to assess musical works and performances. **IM.R.AH.7.2**

3. I can research topics pertaining to musical performance. IM.R.AH.7.3

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## Connecting

### 8 I can relate musical ideas to personal experiences, culture, and history.

8. I can talk about musical ideas based on my personal experiences. **IM.C.NL.8**
  1. I can describe how sound and music is used in my everyday life. **IM.C.NL.8.1**
8. I can talk about musical ideas based on my culture. **IM.C.NM.8**
  1. I can recognize musical concepts and elements specific to my culture. **IM.C.NM.8.1**
  2. I can recognize how music is used for occasions unique to my culture. **IM.C.NM.8.2**
8. I can describe musical ideas through my personal experiences and my culture. **IM.C.NH.8**
  1. I can describe how music is used in my life and my community. **IM.C.NH.8.1**
  2. I can describe how the elements of music are used in my culture. **IM.C.NH.8.2**
8. I can describe the purpose and value of music in some cultures. **IM.C.IL.8**
  1. I can recognize the significance and intent of music some cultures. **IM.C.IL.8.1**
  2. I can identify the appropriate music for particular events. **IM.C.IL.8.2**
8. I can research the purpose and value of music in a specific culture different from my own. **IM.C.IM.8**
  1. I can describe the significance and intent of music from a specific culture. **IM.C.IM.8.1**
  2. I can describe how music functions in a culture. **IM.C.IM.8.2**
8. I can analyze how musical ideas influence beliefs, values, or behaviors in a specific culture different from my own. **IM.C.IH.8**
  1. I can interpret how music preferences influence personal values and attitudes. **IM.C.IH.8.1**
  2. I can describe how music is a vehicle of expression that inspires listener to think differently. **IM.C.IH.8.2**
8. I can research how musical ideas influence beliefs, values, or behaviors in various cultures. **IM.C.AL.8**
  1. I can analyze how genres of music influence social lifestyles and current trends. **IM.C.AL.8.1**
  2. I can explain how music preferences influence group or social stereotypes. **IM.C.AL.8.2**
8. I can synthesize my research about other cultures and genres to enhance my music performance. **IM.C.AM.8**
  1. I can apply characteristic expressive qualities to my music performance. **IM.C.AM.8.1**
  2. I can apply characteristic techniques to my music performance. **IM.C.AM.8.2**
8. I can justify the role of music in a global society. **IM.C.AH.8**

1. I can defend interpretations of music through appropriate musical vocabulary. [IM.C.AH.8.1](#)
2. I can justify the role of music as having a common purpose in societies around the world. [IM.C.AH.8.2](#)

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## 9 I can relate music to other arts disciplines, other content areas, and career path choices.

9. I can explore instrumental music concepts among arts disciplines and other content areas. **IM.C.NL.9**
  1. I can identify the relationship between music and another subject in my school. **IM.C.NL.9.1**
9. I can recognize and use instrumental music concepts among arts disciplines and other content areas. **IM.C.NM.9**
  1. I can demonstrate a relationship between music and another subject in my school. **IM.C.NM.9.1**
9. I can apply instrumental music concepts to arts disciplines, other content areas, and related careers. **IM.C.NH.9**
  1. I can describe the connection between music and a concept from another subject in my school. **IM.C.NH.9.1**
  2. I can identify careers in music. **IM.C.NH.9.2**
9. I can explore a range of skills shared among arts disciplines, other content areas, and how they can be applied to a career in music. **IM.C.IL.9**
  1. I can apply music concepts and skills to other arts disciplines and content areas. **IM.C.IL.9.1**
9. I can recognize specific skills shared among arts disciplines, other content areas, and how they can be applied to a career in music. **IM.C.IM.9**
  1. I can identify music skills that connect to specific content from another arts discipline and content area. **IM.C.IM.9.1**
  2. I can identify skills needed for a career in music. **IM.C.IM.9.2**
9. I can analyze the tools, concepts, and materials used among arts disciplines, other content areas, and how they are used in music careers. **IM.C.IH.9**
  1. I can apply concepts from other arts disciplines and content areas to my music. **IM.C.IH.9.1**
  2. I can identify materials and tools needed for specific careers in music. **IM.C.IH.9.2**
9. I can analyze how my interests and skills will prepare me for a career in music. **IM.C.AL.9**
  1. I can identify skills and knowledge required from other content areas as they relate to a career in music. **IM.C.AL.9.1**
  2. I can identify knowledge and skills needed in various careers in music. **IM.C.AL.9.2**
9. I can create an educational plan for my career choice in music. **IM.C.AM.9**
  1. I can research to set personal goals for my career path. **IM.C.AM.9.1**
9. I can research societal, political, and cultural issues as they relate to other arts and content areas and apply to my role as a musician. **IM.C.AH.9**

1. I can analyze complex ideas from other arts disciplines and content areas to inspire my creative work and evaluate its impact on my artistic perspective. **IM.C.AH.9.1**