Tennessee Fine Arts

Instrumental Music 9-12

Perform

1 **Select, analyze, and interpret artistic work for presentation.** IM.P1

1 Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. HS1.IM.P1.A

2 Demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. HS1.IM.P1.B

3 Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances. HS1.IM.P1.C

4 Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skillof the individual or ensemble, and the purpose and context of the performance. HS2.IM.P1.A

5 Document and demonstrate, using music reading skills, how compositional devices, theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. HS2.IM.P1.B

6 Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience. HS2.IM.P1.C

7 Develop and apply criteria to select varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skillof the individual or ensemble, and the purpose and context of the performance. HS3.IM.P1.A

8 Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances. HS3.IM.P1.B.

9 Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience. HS3.IM.P1.C

10 Develop and apply criteria to select varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. HS4.IM.P1.A

Skip to main content

11 Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances. HS4.IM.P1.B

12 Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience. HS4.IM.P1.C

---

2 **Develop and refine artistic techniques and work for presentation.** IM.P2

1 Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade V music using correct pitches, meters, and rhythms. HS1.IM.P2.A

2 Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments. HS1.IM.P2.B

3 Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures. HS1.IM.P2.C

4 Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine success using feedback from teachers, ensemble peers, professional recordings, and other sources. HS1.IM.P2.D

5 Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade IV music using correct pitches, meters, and rhythms. HS2.IM.P2.A

6 Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments. HS2.IM.P2.B

7 Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures. HS2.IM.P2.C.

8 Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources. HS2.IM.P2.D

Skip to main content

9 Demonstrate the ability to read and/or notate music, individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade V music using correct pitches, meters, and rhythms. HS3.IM.P2.A

10 Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments. HS3.IM.P2.B

11 Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures. HS3.IM.P2.C

12 Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources. HS3.IM.P2.D

13 Demonstrate the ability to read and/or notate music, individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade VI music using correct pitches, meters, and rhythms. HS4.IM.P2.A

14 Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments from memory. HS4.IM.P2.B

15 Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music at UIL Level VI. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures. HS4.IM.P2.C

16 Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources. HS4.IM.P2.D

---

3 **Convey and express meaning through the performance of artistic work.** IM.P3

1 Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. HS1.IM.P3.A

2 Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances. HS1.IM.P3.B

Skip to main content

3 Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. HS2.IM.P3.A

4 Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances. HS2.IM.P3.B

5 Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles. HS3.IM.P3.A

6 Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances. HS3.IM.P3.B

7 Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles. HS4.IM.P3.A

8 Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances. HS4.IM.P3.B

Create

1 **Generate and conceptualize artistic ideas and work** IM.CR1

1 Compose and/or improvise ideas for melodies, rhythmic passages, arrangements, or over a chordal structure for specific purposes that reflect characteristic(s) of music from a variety of historical periods. HS1.IM.CR1.A

2 Compose and/or improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures. HS2.IM.CR1.A

3 Compose and/or improvise music ideas for a variety of purposes and contexts. HS3.IM.CR1.A

4 Compose and/or improvise music ideas for a variety of purposes and contexts. HS4.IM.CR1.A

---

2 **Organize and develop artistic ideas and work.** IM.CR2

1 Select and develop melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. HS1.IM.CR2.A

2 Describe and document compositions and/or improvisations through standard notation and recording technology. HS1.IM.CR2.B

3 Select and develop chordal structures, arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal. HS2.IM.CR2.A

Skip to main content

4 Describe and document compositions and/or improvisations through standard notation and/or recording technology. HS2.IM.CR2.B

5 Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts. HS3.IM.CR2.A

6 Describe and document compositions and/or improvisations through standard notation and/or recording technology. HS3.IM.CR2.B

7 Select and develop composed and/or improvised ideas into musical works organized for a variety of purposes and contexts. HS4.IM.CR2.A

8 Describe and document compositions and/or improvisations through standard notation and/or recording technology. HS4.IM.CR2.B

---

3 Refine and complete artistic work. IM.CR3

1 Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. HS1.IM.CR3.A

2 Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, which address identified purposes. HS1.IM.CR3.B

3 Evaluate and refine melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on personally developed criteria, including the extent to which they address identified purposes. HS2.IM.CR3.A

4 Share personally developed chordal structures, arrangements, sections, and short compositions, individually or as an ensemble, which address identified purposes. HS2.IM.CR3.B

5 Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. HS3.IM.CR3.A

6 Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts. HS3.IM.CR3.B

7 Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. HS4.IM.CR3.A

8 Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts. HS4.IM.CR3.B

Respond

1 Perceive and analyze artistic work. IM.R1

1 Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources. HS1.IM.R1.A

2 Analyze and explain how context and the manipulation of musical elements influence response to music. HS1.IM.R1.B

3 Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials. HS2.IM.R1.A

Skip to main content

4 Analyze and explain how context and the manipulation of musical elements influence response to music. HS2.IM.R1.B

5 Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials. HS3.IM.R1.A

6 Analyze and explain how context and the manipulation of musical elements influence response to music. HS3.IM.R1.B

7 Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials. HS4.IM.R1.A

8 Analyze and explain how context and the manipulation of musical elements influence response to music. HS4.IM.R1.B

---

2 Interpret intent and meaning in artistic work. IM.R2

1 Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and personal research. HS1.IM.R2.A

2 Support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research sources. HS2.IM.R2.A

3 Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. HS3.IM.R2.A

4 Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. HS4.IM.R2.A

---

3 Apply criteria to evaluate artistic work. IM.R3

1 Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context. HS1.IM.R3.A

2 Evaluate works and performances based research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context. HS2.IM.R3.A

3 Develop and justify evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts. HS3.IM.R3.A

4 Develop and justify evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts. HS4.IM.R3.A

Connect

1 Synthesize and relate knowledge and personal experiences to artistic ndeavors. IM.CN1

Skip to main content

1. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. HS1.IM.CN1.A
2. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. HS2.IM.CN1.A
3. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. HS3.IM.CN1.A
4. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. HS4.IM.CN1.A

---

2. **Relate artistic ideas and works with societal, cultural, and historical context.** IM.CN2
    1. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. HS1.IM.CN2.A
    2. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. HS2.IM.CN2.A
    3. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. HS3.IM.CN2.A
    4. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. HS4.IM.CN2.A