

# HS, Instrumental Music, Level 2, Quarter 1

**Big Ideas/Key Concepts:** Exploration of Musical Themes

**Enduring Understandings:** Performers make musical decisions based on their personal experiences and understanding of music.

**Essential Question:** How do performers interpret music?

Standards	Student Friendly “I Can” Statements	Selected Repertoire, Scales/Keys, Rhythm/Meter, Notes, Percussion, Orchestra, Vocabulary, Connections
<p align="center"><b>PERFORM</b></p> <p><b>HS2.IM.P1.A</b> Develop and apply criteria to select a varied repertoire to study, based on an understanding of the theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p><b>HS2.IM.P1.B</b> 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.</p>	<p align="center"><b>PERFORM</b></p> <p>I can apply criteria to select music to study and perform based on the difficulty of the music versus the ability of the performer(s).</p> <p>I can identify personal challenges in music and apply appropriate practice techniques.</p> <p>I can apply criteria to select appropriate warmups and etudes to address challenges in the music.</p> <p>I can mark in my music significant compositional devices that will impact and inform my performance.</p> <p>I can demonstrate the impact of various compositional devices through performance.</p>	

<p><b>HS2.IM.P2.A</b> 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.</p> <p><b>HS1.IM.P2.B</b> 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, and phrasing. Demonstrate fingering, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p>	<p>I can mark in my music tuning challenges in various intervals and chords. (For example: knowing an ascending third tends to be flat).</p> <p>I can demonstrate musicality in response to compositional devices in my music. (For example: avoiding slurring on tongued phrases)</p> <p>I can read my part in Grade III/ IV music.</p> <p>I can read a Grade III/IV musical score with at least two players.</p> <p>I can identify and notate key signatures of scales and literature being performed.</p> <p>I can produce a characteristic tone at varying dynamic levels.</p> <p>I can demonstrate technical proficiency on my instrument.</p> <p>I can demonstrate basic tuning with and without an electronic tuner.</p>	<p>Minimal use of Sextuplets, 32nd notes, Quintuplets, 16th-8th-16th combinations.</p> <p><u>Technique</u>  Winds: Proper posture, instrument, embouchure, and hand position</p> <p>Percussion: Proper grip for snare and mallets, natural sticking patterns, timpani ranges and basic tuning and setup, mallet and auxiliary instruments</p> <p>Strings: Proper left hand technique, Shifting to 5th position.</p> <p>Guitar: Shifting up the fretboard</p>
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<p><b>HS2.IM.P2.C</b> 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.</p> <p><b>HS2.IM.P2.D</b> 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.</p> <p><b>HS2.IM.P3.A</b> 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.</p> <p style="text-align: center;"><b>CREATE</b></p> <p><b>HS2.IM.Cr1.A</b> 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.</p>	<p>I can sight-read Grade III/IV examples from various genres with characteristic tone and appropriate expressive devices.</p> <p>I can develop and apply strategies to address technical challenges in music.</p> <p>I can develop and apply strategies to address expressive challenges in music.</p> <p>I can perform, in an ensemble, Grade III/IV literature with appropriate musicality (adapting to conductor cues, subtle dynamic changes, rubato, etc.)</p> <p style="text-align: center;"><b>CREATE</b></p> <p>I can compose or improvise an arrangement of a melody from a different culture.</p>	<p>Piano: Proper posture, playing/hand position, appropriate finger, solos and duets at late elementary to early intermediate</p> <p><u>Scales &amp; Rudiments</u> Winds/Mallets: 4 major scales from Circle of Fifths, two octaves where possible, plus the associated arpeggio and chromatic scale.</p> <p>Non-mallet percussion: Vic Firth Tier 1</p> <p>Orchestra: All two octave scales plus the associated arpeggio</p> <p>Guitar: All E and A shape Barre Chords</p> <p>Piano: All Major scales, arpeggios, and primary chord progressions two octave, hands together</p>
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<p><b>HS2.IM.Cr2.B</b> Describe and document compositions and/or improvisations through standard notation and/or recording technology</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>HS2.IM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p><b>HS2.IM.R2.A</b> 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.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>HS2.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>HS2.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>I can describe my original composition or improvisation.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can analyze how context of musical elements influence response to music</p> <p>I can support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p>I can demonstrate interests, knowledge, and skills relate to personal choices and intent when responding to music.</p> <p>I can demonstrate understanding of relationships between music and the other arts.</p>	
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## HS, Instrumental Music, Level 2, Quarter 2

**Big Ideas/Key Concepts:** Development and refinement of musical concepts and artistic techniques.

**Enduring Understandings:** 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.

**Essential Question:** How do musicians improve the quality of their performance?

Standards	Student Friendly “I Can” Statements	Selected Repertoire, Scales/Keys, Rhythm/Meter, Notes, Percussion, Orchestra, Vocabulary, Connections
<p style="text-align: center;"><b>PERFORM</b></p> <p><b>HS2.IM.P1.A</b> Develop and apply criteria to select a varied repertoire to study, based on an understanding of the theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p><b>HS2.IM.P1.B</b> 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.</p> <p><b>HS2.IM.P2.A</b> 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.</p>	<p style="text-align: center;"><b>PERFORM</b></p> <p>I can identify expressive challenges in selected music.</p> <p>I can develop and apply criteria to select music to study and perform (including warmups and etudes) based on expressive challenges in the music.</p> <p>I can demonstrate musicality in response to theoretical aspects of music.</p> <p>I can read my part in Grade III/ IV music.</p> <p>I can read a Grade III/IV musical score with at least two players.</p> <p>I can identify and notate key signatures of scales and literature being performed.</p>	<p>Minimal use of Sextuplets, 32nd notes, Quintuplets, 16th-8th-16th combinations.</p> <p><u>Technique</u> Winds: Proper breathing techniques and consistent embouchure</p>

<p><b>HS1.IM.P2.B</b> 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, and phrasing. Demonstrate fingering, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p>	<p>I can produce a characteristic tone at varying dynamic levels.</p> <p>I can adjust my intonation while playing.</p> <p>I can demonstrate increased technical proficiency.</p>	<p>Percussion; Playing techniques on mallet and tuning timpani while playing.</p> <p>Orchestra; Shifting to 7th position. Proper bow placement, weight, angle speed and pressure.</p>
<p><b>HS2.IM.P2.C</b> 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.</p>	<p>I can sight-read a piece of music a UIL Level III using characteristic tone and appropriate expressive devices.</p>	<p>Guitar: Shifting/Expanded Fretboard</p> <p>Piano: Varied articulations</p> <p><u>Scales &amp; Rudiments</u> Winds/Mallets: 4 Major Scales from Circle of Fifths. Major scales, two octaves where possible, plus the associated arpeggio and chromatic scale</p>
<p><b>HS2.IM.P2.D</b> 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.</p>	<p>I can develop and apply strategies to address technical challenges in music.</p> <p>I can develop and apply strategies to address expressive challenges in music.</p>	<p>Non-Mallet Percussion: Vic Firth Tier 2</p> <p>Orchestra: C, G, and D Major scales, three octaves, plus the associated arpeggio and relative minor keys</p> <p>Guitar: Chord progressions using 7th chords</p>
<p><b>HS2.IM.P3.A</b> Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in</p>	<p>I can balance instrumental timbres and match dynamic levels and playing style of Grade III/IV music.</p>	<p>Piano: All minor scales, arpeggios, and primary chords, two octaves, hands together in the following keys: c, g, d, a, and e</p>

prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

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

I can explain a composer's musical intent of a piece of music. (For example: the intent of dies irae melody is intended to represent death)

I can explain how a composer's intent may impact an audience's response to music. (For example: The Dies Irae melody should invoke a somber response from an audience)

I can apply various performance techniques (include stage presence) appropriate to the intent of a piece of music in order to connect with an audience. (For example: maintaining a solemn decorum on stage for a piece intended to invoke a solemn response from the audience)

**CREATE**

**HS2.IM.Cr1.A** 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.

**CREATE**

I can compose and/or improvise musical ideas that reflect the characteristics of music from a variety of cultures.

<p style="text-align: center;"><b>RESPOND</b></p> <p><b>HS2.IM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p><b>HS2.IM.R2.A</b> 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.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>HS2.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>HS2.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p style="text-align: center;"><b>RESPOND</b></p> <p>I can explain how context of musical elements influence response to music.</p> <p>I can support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the contexts of music.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p>I can demonstrate interests, knowledge, and skills relate to personal choices and intent when performing music.</p> <p>I can demonstrate an understanding of relationships between music and other disciplines.</p>	
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## HS, Instrumental Music, Level 2, Quarter 3

**Big Ideas/Key Concepts:** Exploration of Musical Concepts

**Enduring Understandings:** Performers make musical decisions based on their understanding of musical concepts.

**Essential Question:** How do performers use musical concepts to develop musicianship?

Standards	Student Friendly “I Can” Statements	Selected Repertoire, Scales/Keys, Rhythm/Meter, Notes, Percussion, Orchestra, Vocabulary, Connections
<p style="text-align: center;"><b>PERFORM</b></p> <p><b>HS2.IM.P1.A</b> Develop and apply criteria to select a varied repertoire to study, based on an understanding of the theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p> <p><b>HS2.IM.P1.C</b> 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.</p>	<p style="text-align: center;"><b>PERFORM</b></p> <p>I can analyze the theoretical and structural characteristics of a piece of music. (For example: Musical form, chordal structures, and melodies versus countermelodies.)</p> <p>I can identify major and minor triads.</p> <p>I can identify augmented and diminished intervals.</p> <p>I can apply appropriate technique to demonstrate various compositional devices to the appropriate genre or context of music. (For example: loured bowing in Romantic music, strumming all pitches in a chord for marcato passages)</p> <p>I can identify performance errors based on my understanding the theoretical aspects of music.</p>	

<p><b>HS2.IM.P2.A</b> 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.</p> <p><b>HS1.IM.P2.B</b> 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, and phrasing. Demonstrate fingering, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p> <p><b>HS2.IM.P2.C</b> 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.</p>	<p>I can apply appropriate technique to emphasize theoretical structures in music. (For example: tapering the ends of phrases, etc.)</p> <p>I can read and notate Grade III/IV music with accurate pitch, rhythm, and intonation.</p> <p>I can produce a characteristic tone alone or with a group throughout the range and dynamic levels of my instrument.</p> <p>I can make adjust and perfect intonation while playing with an ensemble.</p> <p>I can apply correct technique in a variety of repertoire.</p> <p>I can sight-read a piece of music a UIL Level III/IV using good tone.</p>	<p><u>Technique</u>  Winds: Multiple articulations  Percussion: Timpani techniques  Orchestra: Contrasting articulations (martelé, deéache, staccato, spiccato, ricochet)  Guitar: String Bending  Piano: Multiple articulations</p> <p><u>Scales &amp; Rudiments</u>  Winds/Mallets: 4 additional Majors Scales from Circle of Fifths, two octaves where possible, plus the associated arpeggio and chromatic scale  Non-Mallet Percussion: Vic Firth Tier 3 Rudiments Orchestra: A, E, F and B-flat</p>
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<p><b>HS2.IM.P2.D</b> 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.</p> <p><b>HS2.IM.P3.A</b> 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.</p> <p><b>HS2.IM.P3.B</b> Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances.</p> <p style="text-align: center;"><b>CREATE</b></p> <p><b>HS2.IM.Cr2.A</b> 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.</p>	<p>I can develop and apply strategies to address technical challenges in music.</p> <p>I can develop and apply strategies to address expressive challenges in music.</p> <p>I can apply articulations, dynamic contrasts, phrasing, various tempi and tempo changes as a means of expression in multiple styles and genres.</p> <p>I can apply various performance techniques (include stage presence) appropriate to the intent of a piece of music in order to connect with an audience. (For example: maintaining a solemn decorum on stage for a piece intended to invoke a solemn response from the audience)</p> <p style="text-align: center;"><b>CREATE</b></p> <p>I can select and develop a chordal structure based on the music I am studying in rehearsal.</p> <p>I can develop a short composition based on the characteristics of the music I am studying in rehearsal.</p>	<p>three octaves, plus the associated arpeggio and relative minor scales</p> <p>Guitar: Movable Scale Forms applied to the Major Scales</p> <p>Piano: all major scales, arpeggios, and primary chord progressions, three octaves, hands together</p>
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<p><b>HS2.IM.Cr2.B</b> Describe and document compositions and/or improvisations through standard notation and/or recording technology.</p> <p><b>HS2.IM.Cr3.A</b> 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.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>HS2.IM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p><b>HS2.IM.R2.A</b> 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.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>HS2.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>I can document my composition in standard notation.</p> <p>I can personally develop a criteria to evaluate and refine arrangements and compositions.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can analyze how the manipulation of musical elements influence response to music.</p> <p>I can use research to support interpretations of the expressive intent and meaning of musical works.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p>I can demonstrate an understanding of relationships between music and varied contexts.</p>	
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# HS, Instrumental Music, Level 2, Quarter 4

**Big Ideas/Key Concepts:** Synthesize and relate knowledge and personal experiences to artistic endeavors.

**Enduring Understandings:** Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing, and responding.

**Essential Question:** Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing, and responding.

Standards	Student Friendly “I Can” Statements	Selected Repertoire, Scales/Keys, Rhythm/Meter, Notes, Percussion, Orchestra, Vocabulary, Connections
<p align="center"><b>PERFORM</b></p> <p><b>HS2.IM.P1.A</b> Develop and apply criteria to select a varied repertoire to study, based on an understanding of the theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.</p>	<p align="center"><b>PERFORM</b></p> <p>I can identify the genre of varied repertoire.</p> <p>I can develop and apply criteria to select music based on the purpose and context. (For example: solo and ensemble music, audition music, pops concert, in class performance, etc.)</p> <p>I can develop and apply criteria to select music based on the theoretical and structural characteristics and purpose of the music. (For example, identifying the form and time signature of a piece as a march to be performed for a patriotic celebration)</p> <p>I can reflect on how an audience responded to a performance.</p>	

<p><b>HS2.IM.P1.C</b> 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.</p>	<p>I can compare and contrast how the context and purpose of varied repertoire impacts an audience.</p>	<p><u>Technique</u>  Winds: Contrasting articulations (sforzando, forte-piano)</p> <p>Percussion: Contrasting articulations  Orchestra: Contrasting articulations (sforzando, martele, staccato, detache)</p> <p>Guitar: Beginning PIMA Technique</p> <p>Piano: Contrasting Articulations</p> <p><u>Scales &amp; Rudiments</u>  Winds/Mallets: Review Sequence Major scales, add additional octaves where appropriate, plus the associated arpeggio and chromatic scale</p>
<p><b>HS2.IM.P2.A</b> 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.</p>	<p>I can read and notate Grade III/IV music with accurate pitch, rhythm, and intonation.</p> <p>I can sight-read a piece of music a UIL Level III/IV using characteristic tone and appropriate expressive devices.</p>	
<p><b>HS1.IM.P2.B</b> 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, and phrasing. Demonstrate fingering, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p>	<p>I can employ characteristic tone alone or with a group appropriate to the literature being studied.</p> <p>I can apply correct technique in a variety of repertoire.</p>	
<p><b>HS2.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music</p>	<p>I can sight-read a piece of music a UIL Level IV using characteristic tone and appropriate expressive devices.</p>	

<p>at UIL Level IV. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p> <p><b>HS2.IM.P2.D</b> 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.</p> <p><b>HS2.IM.P3.A</b> 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.</p> <p><b>HS2.IM.P3.B</b> Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances.</p> <p style="text-align: center;"><b>CREATE</b></p> <p><b>HS2.IM.Cr2.B</b> Describe and document compositions and/or improvisations</p>	<p>I can develop and apply strategies to address technical challenges in music.</p> <p>I can develop and apply strategies to address expressive challenges in music.</p> <p>I can demonstrate mastery of the technical demands of music representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p> <p>I can apply various performance techniques (include stage presence) appropriate to the intent of a piece of music in order to connect with an audience. (For example: maintaining a solemn decorum on stage for a piece intended to invoke a solemn response from the audience).</p> <p style="text-align: center;"><b>CREATE</b></p> <p>I can record my original composition.</p>	<p>Non-Mallet Percussion: Vic Firth Tier 4 Rudiments.</p> <p>Orchestra: All three octave scales, plus the associated arpeggio, as well as the relative minor scales</p> <p>Guitar: All Major Scales moving up the fretboard from E to E</p> <p>Piano: minor scales, arpeggios, and primary chords, three octaves, hands together, in the following keys: c,g,d,a, and e</p>
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<p>through standard notation and/or recording technology.</p> <p><b>HS2.IM.Cr3.A</b> 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.</p> <p><b>HS2.IM.Cr3.B</b> Share personally developed chordal structures, arrangements, sections, and short compositions, individually or as an ensemble, which address identified purposes.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>HS2.IM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p><b>HS2.IM.R2.A</b> 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.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>HS2.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to</p>	<p>I can record my original improvisation.</p> <p>I can use personally developed criteria to evaluate and refine my musical ideas.</p> <p>I can present my finalized composition to a group.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can explain how the manipulation of musical elements influences response to music.</p> <p>I can support interpretations of the expressive intent and meaning of musical works, citing as evidence the historical significance.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p>I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating music.</p>	
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<p>personal choices and intent when creating, performing, and responding to music.</p> <p><b>HS2.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>I can demonstrate an understanding of relationships between music and daily life.</p>	
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