

# HS, Instrumental Music, Level 1, 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><b>PERFORM</b></p> <p><b>HS1.IM.P1.A</b> Explain the criteria used 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>HS1.IM.P1.B</b> Demonstrate, using music reading skills, how composition devices and theoretical and structural aspects of music works impact and inform prepared and/or improvised performances.</p>	<p><b>PERFORM</b></p> <p>I can explain why I selected music to study based on the challenges in the music versus my ability to play it.</p> <p>I can select warm-ups and etudes to study that develop my skills based on music being studied.</p> <p>I can demonstrate how compositional devices impact prepared performances using music reading skills.</p> <p>I can demonstrate how theoretical and structural aspects of musical works impact prepared performances using music reading skills.</p> <p>I can mark significant compositional devices (such as dynamics, tempo, articulations, etc.) in my music.</p>	<p>Key Signatures, Time Signatures, Chord Structure, Major and Minor Intervals.</p>

<p><b>HS1.IM.P1.C</b> Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p> <p><b>HS1.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 III 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 compare and contrast how different venues impact a performance (for example: Concert Hall, Festival, Outdoors, Nursing home, etc.)</p> <p>I can read my part in Grade III music.</p> <p>I can read a Grade III musical score with at least two staves.</p> <p>I can identify and perform intermediate level pitches and rhythms.</p> <p>I can identify and notate key signatures of scales and literature being performed.</p> <p>I can produce a characteristic tone while playing my instrument.</p> <p>I can demonstrate and apply correct technique on my instrument.</p> <p>I can match pitch to facilitate correct intonation.</p>	<p>Whole notes, half notes, quarter notes, eighth notes, dotted half notes, sixteenth notes, quarter note triplets, eighth note triplets, simple eighth note syncopation, simple meters (2/4, 3/4, 4/4, C), compound meters (5/4, 6/4, 6/8, 2/2), standard notation</p> <p><u>Technique</u>  Winds: Embouchure, appropriate equipment and instrument maintenance. Hand position, breathing, and posture.</p> <p>Percussion: Stick/mallet grip, assembly</p> <p>Orchestra: Legato bowing, posture, bow hold, proper set up, and left-hand position.</p> <p>Guitar: Appropriate posture, pick hold, left hand position, strum motion.</p> <p>Piano: Posture and hand position  <u>Scales &amp; Rudiments</u></p>
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<p><b>HS1.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 III. For example: apply elements associated with successful sight-reading using a variety of meters, tempi, and key signatures.</p> <p><b>HS1.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 apply elements associated with successful sight-reading.</p> <p>I can apply ways to address technical issues in a varied repertoire of music. I can use teacher-provided criteria to evaluate and improve a personal performance.</p>	<p>Winds/Mallets: 4 Major scales, one octave, plus the associated arpeggio and chromatic scale</p> <p>Non-mallet percussion: Vic Firth Tier 1 Rudiments. Tune timpani to a reference pitch.</p> <p>Orchestra: All scales up to 3 sharps and 3 flats (one octave) C, G, D, A (two octaves) plus the associated arpeggios</p> <p>Guitar: Common I, IV, V7 chord progressions in D, G, A, E, C, Am, and Em.</p> <p>Piano: C and G pentatonic scales</p>
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<p style="text-align: center;"><b>CREATE</b></p> <p><b>HS1.IM.Cr1.A</b> 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.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>HS1.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.</p> <p><b>HS1.IM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>HS1.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>HS1.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>CREATE</b></p> <p>I can identify the characteristics of the music being studied.</p> <p>I can compose ideas for melodies and rhythmic passages that reflect characteristics of music from a variety of historical periods.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can identify reasons for selecting music based on characteristics found in research.</p> <p>I can justify reasons for selecting music based on characteristics found in research.</p> <p>I can analyze how context influences response to music.</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 responding to music.</p> <p>I can demonstrate an understanding of relationships between music and the other arts.</p>	
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# HS, Instrumental Music, Level 1, 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 align="center"><b>PERFORM</b></p> <p><b>HS1.IM.P1.A</b> 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 of context of the performance.</p> <p><b>HS1.IM.P1.B</b> Demonstrate, using music reading skills, how compositional devices and 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 identify technical challenges in music being studied.</p> <p>I can identify structural characteristics of the music.</p> <p>I can demonstrate how theoretical aspects of music impact and inform my performance.</p> <p>I can mark theoretical and structural aspects of musical works (such as key changes, repeated patterns, chordal structures, etc.).</p> <p>I can explain how theoretical and structural aspects of music works will inform my practice and impact my performance.</p>	

<p><b>HS1.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 III music using correct pitches, meters, and rhythms.</p> <p><b>HS1.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, 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.</p>	<p>I can demonstrate the ability to read Grade III rhythms and pitches.</p> <p>I can produce a characteristic tone at a mezzo forte dynamic level.</p> <p>I can begin to make adjustments to facilitate correct intonation.</p> <p>I can demonstrate and apply correct technique at an advancing level.</p>	<p>Whole notes, half notes, quarter notes, eighth notes, dotted half notes, sixteenth notes, quarter note triplets, eighth note triplets, simple eighth note syncopation, simple meters (2/4, 3/4, 4/4, C), compound meters (5/4, 6/4, 6/8, 2/2), standard notation</p> <p><u>Technique</u>  Winds: Proper articulation techniques</p> <p>Percussion: Stick and mallet control. Vic Firth Tier 2 Rudiments. Orchestra: Proper bow placement, weight, angle, speed and pressure</p> <p>Guitar: Standard strumming patterns</p> <p>Piano: Hand position with black keys</p> <p><u>Scales &amp; Rudiments</u>  Winds/Mallets: 4 Major Scales continuing in Circle of 5ths, one octave, plus the associated arpeggio and chromatic scale.</p> <p>Non-Mallet Percussion: Vic Firth Tier 2 Rudiments.</p> <p>Orchestra: All Major Scales in 2 octaves with the associated arpeggio.</p> <p>Guitar: Open E Scale</p>
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<p><b>HS1.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 III. For example: apply elements associated with successful sight-reading using a variety of meters, tempi, and key signatures.</p> <p><b>HS1.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>HS1.IM.P3.A</b> 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.</p>	<p>I can identify and notate key signatures of scales and literature being performed.</p> <p>I can sight read a piece of music at UIL Level III in an ensemble setting.</p> <p>I can apply ways to address expressive challenges in a varied repertoire of music.</p> <p>I can demonstrate attention to expressive concepts in Grade III music</p>	<p>Piano: D and A pentatonic, C major octave, hands together, G major one octave, hands separately</p> <p><u>Musicality</u> dynamics from pp-ff, fermata, ritardando, legato, staccato</p>
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<p><b>HS1.IM.P3.B</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p> <p style="text-align: center;"><b>CREATE</b></p> <p><b>HS1.IM.Cr1.A</b> 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.</p> <p><b>HS1.IM.CR2.A</b> 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.</p> <p><b>HS1.IM.CR2.B</b> Describe and document compositions and/or improvisations through standard notation and recording technology.</p> <p><b>HS1.IM.CR3.A</b> Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the</p>	<p>I can describe an audience’s response to a performance.</p> <p>I can describe how the expressive intent of a performance affects an audience’s response.</p> <p style="text-align: center;"><b>CREATE</b></p> <p>I can improvise ideas for melodies and rhythmic passages that reflect characteristics of music from a variety of historical periods.</p> <p>I can collaboratively develop guidelines for a composition.</p> <p>I can describe my original composition.</p> <p>I can describe my original improvisation.</p> <p>I can evaluate my original composition or improvisation.</p>	
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extent to which they address identified purposes.

**RESPOND**

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

**HS1.IM.R2.A** 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.

**CONNECT**

**HS1.IM.Cn1.A** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

**RESPOND**

I can identify reasons for selecting music based on characteristics found in student interest.

I can justify reasons for selecting music based on characteristics found in student interest.

I can explain how context influences response to music.

I can explain the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music.

I can support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music.

**CONNECT**

I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when performing music.

<p><b>HS1.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 other disciplines.</p>	
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# HS, Instrumental Music, Level 1, 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 align="center"><b>PERFORM</b></p> <p><b>HS1.IM.P1.A</b> 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 of context of the performance.</p> <p><b>HS1.IM.P1.B</b> Demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p> <p><b>HS1.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 III music using correct pitches, meters, and rhythms.</p>	<p align="center"><b>PERFORM</b></p> <p>I can explain how to select music for different purposes and contexts. (For example: warmups, etudes, in-class performances, mid-state auditions, solo and ensemble, etc.)</p> <p>I can explain how various warm-ups and etudes can prepare the performer(s) for various challenges in repertoire.</p> <p>I can compare and contrast how compositional devices and theoretical and structural aspects of music inform performance.</p> <p>I can read and notate Grade III with accurate pitch, rhythm, and intonation.</p>	

<p><b>HS1.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, 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.</p>	<p>I can produce a characteristic tone at varying dynamic levels.</p> <p>I can make adjustments to facilitate correct intonation.</p> <p>I can apply correct technique in a variety of repertoire.</p>	<p><u>Technique</u></p> <p>Winds: Contrasting articulations (tonguing, slurring)</p> <p>Percussion: Using appropriate grip</p> <p>Orchestra: Shifting to 5th position (5th position for bass), Bow strokes: Detache, Martele, Spiccato, etc.</p> <p>Guitar: Appropriate posture, left hand position, and right hand position</p> <p>Piano: Crossover/under techniques in passages with more than 5 pitches</p> <p><u>Scales &amp; Rudiments</u></p> <p>Winds/Mallets: 4 Major Scales Continue Circle of Fifths, one octave, plus the associated arpeggio and chromatic scale</p> <p>Non-Mallet Percussion: Vic Firth Tier 3 Rudiments.</p> <p>Orchestra: C, G, and D three octaves, plus the associated arpeggio</p> <p>Guitar: Open E Scale</p> <p>Piano: G Major scale one octave hands together and associated cadence, D Major scale one octave, hands separate and associated cadence</p>
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<p><b>HS1.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 III. For example: apply elements associated with successful sight-reading using a variety of meters, tempi, and key signatures.</p> <p><b>HS1.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>HS1.IM.P3.A</b> 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.</p> <p style="text-align: center;"><b>CREATE</b></p> <p><b>HS1.IM.Cr1.A</b> 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.</p>	<p>I can sight read a piece of music at UIL Level III in an individual setting.</p> <p>I can develop and apply ways to address technical issues in a varied repertoire of music.</p> <p>I can develop and apply ways to address expressive challenges in music.</p> <p>I can balance instrumental timbres and match dynamic levels and playing style of Grade III music.</p> <p style="text-align: center;"><b>CREATE</b></p> <p>I can compose and/or improvise arrangements that reflect characteristics of music from a variety of historical periods.</p>	
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<p><b>HS1.IM.CR2.A</b> 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.</p> <p><b>HS1.IM.CR2.B</b> Describe and document compositions and/or improvisations through standard notation and recording technology.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p><b>HS1.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.</p> <p><b>HS1.IM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p><b>HS1.IM.R2.A</b> 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.</p>	<p>I can create a plan for developing a composition.</p> <p>I can document my composition in standard notation.</p> <p style="text-align: center;"><b>RESPOND</b></p> <p>I can identify reasons for selecting music based on characteristics found in music.</p> <p>I can justify reasons for selecting music based on characteristics found in music.</p> <p>I can analyze how the manipulation of musical elements influences response to music.</p> <p>I can explain the expressive intent and meaning of musical works, citing as evidence the contexts. I can support interpretations of the expressive intent and meaning of musical works, citing as evidence the contexts.</p>	
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<p style="text-align: center;"><b>CONNECT</b></p> <p><b>HS1.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>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 1, 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>HS1.IM.P1.A</b> 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 of context of the performance.</p> <p><b>HS1.IM.P1.B</b> Demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p> <p><b>HS1.IM.P1.C</b> Demonstrate an understanding of context in a varied</p>	<p align="center"><b>PERFORM</b></p> <p>I can explain how I selected music to study based on the theoretical or structural aspects of music (for example: recognizing where patterns are repeated, phrases, etc.).</p> <p>I can identify the compositional devices and theoretical and structural aspects of my music.</p> <p>I can compare how compositional devices and theoretical and structural aspects of music are used in different pieces of music (ex. Terraced dynamics in baroque music).</p> <p>I can demonstrate appropriate concert etiquette based on the performance venue.</p>	



<p>repertoire of music through prepared and/or improvised performances.</p> <p><b>HS1.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 III music using correct pitches, meters, and rhythms.</p> <p><b>HS1.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, 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.</p>	<p>I can read and notate Grade IV with accurate pitch, rhythm, and intonation.</p> <p>I can employ characteristic tone alone or with a group appropriate to the literature being studied.</p> <p>I can demonstrate basic tuning with or without an electronic tuner.</p> <p>I can apply correct technique in a variety of repertoire.</p>	<p><u>Technique</u></p> <p>Winds: Consistent embouchure for contrasting articulations, Breathing</p> <p>Percussion: Tuning with an electronic tuner Orchestra: Smooth shifting technique from 3rd to 5th position.</p> <p>Guitar: Hammer On/Pull Off Technique</p> <p>Piano: Correct hand position in multiple keys</p> <p><u>Scales &amp; Rudiments</u></p> <p>Winds/Mallets: Review Sequence Major scales, add additional octaves where appropriate, plus the associated arpeggio and chromatic scale</p> <p>Non-Mallet Percussion: Vic Firth Tier 4 Rudiments</p>
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<p><b>HS1.IM.P3.A</b> 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.</p> <p><b>HS1.IM.P3.B</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances</p> <p style="text-align: center;"><b>CREATE</b></p> <p><b>HS1.IM.Cr1.A</b> 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.</p>	<p>I can define and apply music terminology found in the music literature being studied as a means of musical expression.</p> <p>I can demonstrate the expressive intent of a piece of music by connecting with an audience in a performance</p> <p style="text-align: center;"><b>CREATE</b></p> <p>I can compose and/or improvise a melody over a given chordal structure that reflect characteristics of music from a variety of historical periods.</p>	<p>Strings: A, E, F and B-flat major scales, three octaves, plus the associated arpeggio</p> <p>Guitar: Am Pentatonic Scale and Blues Scale</p> <p>Guitar: Open E Scale</p> <p>Piano: D Major one octave scale, hands together and associated cadence. F Major pentatonic scale, hands together.</p>
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<p><b>HS1.IM.CR2.B</b> Describe and document compositions and/or improvisations through standard notation and recording technology.</p> <p><b>HS1.IM.CR3.A</b> Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.</p> <p><b>HS1.IM.CR3.B</b> Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, which address identified purposes.</p>	<p>I can record my original composition or improvisation.</p> <p>I can refine my original composition or improvisation.</p> <p>I can present my finalized composition to a group.</p>	
<p style="text-align: center;"><b>RESPOND</b></p> <p><b>HS1.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.</p> <p><b>HS1.IM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p><b>HS1.IM.R2.A</b> Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of</p>	<p style="text-align: center;"><b>RESPOND</b></p> <p>I can identify reasons for selecting music based on characteristics found in context.</p> <p>I can justify reasons for selecting music based on characteristics found in context.</p> <p>I can explain how the manipulation of musical elements influences response to music.</p> <p>I can explain the expressive intent and meaning of musical works, citing as evidence the historical significance.</p>	

<p>music, contexts, historical significance, and personal research.</p> <p style="text-align: center;"><b>CONNECT</b></p> <p><b>HS1.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>HS1.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 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> <p>I can demonstrate an understanding of relationships between music and daily life.</p>	
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