

HS, Instrumental Music, Level 4, 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">PERFORM</p> <p>HS3.IM.P1.A 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.</p> <p>HS3.IM.P1.B Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.</p> <p>HS2.IM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers’</p>	<p align="center">PERFORM</p> <p>I can use a rubric or checklist to select music to study based on the difficulty of the music and the ability of the performer(s).</p> <p>I can develop and apply criteria to select repertoire to study and perform based on an understanding of the technical skill of the individual or the ensemble.</p> <p>I can mark in my music tuning challenges in various intervals and chords.</p> <p>I can demonstrate musicality in response to compositional devices in my music.</p> <p>I can apply appropriate technique to demonstrate various compositional</p>	

<p>technical skill to connect with the audience.</p> <p>HS3.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade IV/V music using correct pitches, meters, and rhythms.</p> <p>HS3.IM.P2.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>devices to the appropriate genre or context of music.</p> <p>I can identify performance errors based on my understanding the theoretical aspects of music.</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, notate, and perform music with varied rhythm patterns in complex meters.</p> <p>I can produce a characteristic tone at varying dynamic levels.</p> <p>I can tune my instrument to a reference pitch.</p> <p>I can demonstrate technical proficiency of various advanced techniques.</p>	<p><u>Technique</u> Grace notes Trills Vibrato (where appropriate)</p> <p>Orchestra: Baroque Era performance practice</p> <p>Guitar: Slur patterns and PIMA Technique</p> <p><u>Scales & Rudiments</u> Winds/Mallets: Review Scales related to performance literature, multiple octaves</p>
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<p>related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p> <p>HS3.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL level IV/V. For example: apply elements associated with successful sight-reading using a variety of meters, tempi, and key signatures.</p> <p>HS3.IM.P2.D 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>HS3.IM.P3.A Demonstrate and understanding and 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>HS3.IM.P3.B Demonstrate an ability to connect with audience members before</p>	<p>I can sight-read Grade III/IV examples from various genres with characteristic tone and appropriate expressive devices.</p> <p>I can sight-read a piece of music a UIL Level IV/V using 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 IV/V literature with appropriate musicality (adapting to conductor cues, subtle dynamic changes, rubato, etc.)</p>	<p>where possible, plus the associated arpeggio and chromatic scales</p> <p>Non-mallet Percussion: Rudiments related to performance literature.</p> <p>Orchestra: All 3-octave major scales, plus the associated arpeggios</p> <p>Guitar: All E and A shape Barre chords, Movable Scale Forms for Major Scales</p> <p>Piano: All major scales, arpeggios, and primary chord progressions, four octaves, hands together</p>
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and during the process of engaging with and responding to them through prepared and/or improvised performances.

CREATE

HS3.IM.Cr2.A Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts.

HS3.IM.Cr2.B Describe and document compositions and/or improvisations through standard notation and/or recording technology.

RESPOND

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

I can explain how stage presence before, during and after a performance can impact audience response to a performance.

CREATE

I can select an improvised idea for an original composition.

I can develop improvised ideas for an original musical composition.

I can select composed ideas for an original composition.

I can develop composed ideas for an original musical composition.

I can describe my original composition.

I can describe my original improvisation.

RESPOND

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

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

I can analyze how context of musical elements influence response to music.

<p style="text-align: center;">CONNECT</p> <p>HS3.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>HS3.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p style="text-align: center;">CONNECT</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 4, 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;">PERFORM</p> <p>HS3.IM.P1.A 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.</p> <p>HS3.IM.P1.B Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.</p>	<p style="text-align: center;">PERFORM</p> <p>I can analyze the expressive elements in a piece of music.</p> <p>I can develop and apply criteria to select repertoire to study and perform based on an understanding of expressive challenges in the music.</p> <p>I can demonstrate musicality in response to theoretical aspects of music.</p> <p>I can evaluate the effectiveness of composition, theoretical and structural aspects of music works.</p> <p>I can mark significant chordal or theoretical structures in my music that will impact my performance. (For example: suspensions, appoggiaturas, key changes marked by accidentals, leading tones, unison/octave passages, etc.)</p>	

<p>HS3.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade IV/V music using correct pitches, meters, and rhythms.</p> <p>HS3.IM.P2.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 related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p> <p>HS3.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music</p>	<p>I can demonstrate technical facility when executing complex rhythms and meters in advancing literature.</p> <p>I can read and notate Grade IV/V music with accurate pitch, rhythm, and intonation.</p> <p>I can identify and notate key signatures of scales and literature being performed.</p> <p>I can produce a characteristic tone alone or with a group in a variety of genres and styles.</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 IV/V in multiple genres using characteristic tone.</p>	<p><u>Technique</u> Winds: Vibrato</p> <p>Percussion: timpani technique on 3 or 4 drums.</p> <p>Orchestra: Shifting to 7th position and above, thumb positions</p> <p>Guitar: Playing in 5th position and above</p> <p>Piano: playing from memory</p> <p><u>Scales & Rudiments</u> Winds/Mallets: Scales related to Performance Literature</p> <p>Non-Mallet Percussion: Rudiments related to performance literature.</p>
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<p>at UIL level IV/V. For example: apply elements associated with successful sight-reading using a variety of meters, tempi, and key signatures.</p> <p>HS3.IM.P2.D 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>HS3.IM.P3.A Demonstrate and understanding and 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>HS3.IM.P3.B 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.</p> <p style="text-align: center;">CREATE</p> <p>HS3.IM.Cr1.A Compose and/or improvise music ideas for a variety of purposes and contexts.</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 balance instrumental timbres and match dynamic levels and playing style of Grade IV/V music.</p> <p>I can demonstrate appropriate stage presence before, during and after a performance.</p> <p>I can use a variety of performance techniques to connect with an audience.</p> <p style="text-align: center;">CREATE</p> <p>I can compose music ideas using a variety of purposes and contexts.</p>	<p>Orchestra: All 3 octaves, plus the associate arpeggio and relative minor scales</p> <p>Guitar: Advanced chord progressions using I, IV, V7, vi, vii</p> <p>Piano: minor scales, arpeggios, and primary chords, four octaves, hands together in the following keys: c, g, d, a, e, a flat, e flat, b flat, f and b</p>
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<p style="text-align: center;">RESPOND</p> <p>HS3.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.</p> <p>HS3.IM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p>HS3.IM.R2.A Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p> <p style="text-align: center;">CONNECT</p> <p>HS3.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>HS3.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>I can improvise musical ideas using a variety of purposes and contexts.</p> <p style="text-align: center;">RESPOND</p> <p>I can identify reasons for selecting music based on personal research from varied sources or materials.</p> <p>I can justify reasons for selecting music based on personal research from varied sources or materials.</p> <p>I can explain how context of musical elements influence response to music.</p> <p>I can justify interpretations of the expressive intent of musical works by referencing other art forms.</p> <p style="text-align: center;">CONNECT</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 4, 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">PERFORM</p> <p>HS3.IM.P1.A 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.</p> <p>HS3.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade IV/V music using correct pitches, meters, and rhythms.</p> <p>HS3.IM.P2.B Demonstrate fundamental control, technical accuracy, range, fluency on the instrument, performing a varied repertoire of music, individually and in</p>	<p align="center">PERFORM</p> <p>I can describe the harmonic structure of a piece of music.</p> <p>I can analyze the form of a piece of music.</p> <p>I can develop and apply criteria to select repertoire to study and perform based on an understanding of the theoretical and structural characteristics of the music.</p> <p>I can read and notate Grade IV/V level with accurate pitch, rhythm, and intonation.</p> <p>I can identify and notate the key signatures of scales and literature being performed.</p> <p>I can produce a characteristic tone at varying dynamic levels.</p>	<p><u>Technique</u> Winds: Double-tongue</p>

<p>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 related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p> <p>HS3.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL level IV/V. For example: apply elements associated with successful sight-reading using a variety of meters, tempi, and key signatures.</p> <p>HS3.IM.P2.D 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>HS3.IM.P3.A Demonstrate and understanding and mastery of the</p>	<p>I can tune my instrument to a reference pitch.</p> <p>I can demonstrate technical proficiency of various advanced techniques.</p> <p>I can sight-read a piece of music a UIL Level IV/V using good tone.</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</p>	<p>Percussion: techniques on auxiliary instruments</p> <p>Orchestra: Classical Era performance practice</p> <p>Guitar: Trills, PIMA Technique playing multiple notes at once.</p> <p><u>Scales & Rudiments</u> Winds/Mallets: Scales Related to performance literature.</p> <p>Non-Mallet Percussion: Rudiments related to performance literature.</p> <p>Orchestra: All three octave scales, plus the associated arpeggio and relative minor scales</p> <p>Guitar: Movable Chord Progressions applied to minor scales</p>
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<p>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>HS3.IM.P3.B 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.</p> <p style="text-align: center;">CREATE</p> <p>HS3.IM.Cr2.B Describe and document compositions and/or improvisations through standard notation and/or recording technology.</p> <p>HS3.IM.Cr3.A Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.</p> <p style="text-align: center;">RESPOND</p> <p>HS3.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.</p>	<p>tempo changes as a means of expression in multiple styles and</p> <p>I can respond to audience reactions to my performance. (For example: maintaining complete stillness to maintain a sense of wonder at the end of a piece of music).</p> <p style="text-align: center;">CREATE</p> <p>I can document my composition in standard notation.</p> <p>I can evaluate different musical works based on appropriate criteria.</p> <p>I can refine musical works based on appropriate criteria.</p> <p style="text-align: center;">RESPOND</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>	
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<p>HS3.IM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p>HS3.IM.R2.A Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p> <p style="text-align: center;">CONNECT</p> <p>HS3.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>I can analyze how the manipulation of musical elements influence response to music.</p> <p>I can justify meanings of the expressive intent of musical works by comparing and synthesizing varied researched sources.</p> <p style="text-align: center;">CONNECT</p> <p>I can demonstrate an understanding of relationships between music and varied contexts.</p>	
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HS, Instrumental Music, Level 4, 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">PERFORM</p> <p>HS3.IM.P1.A 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.</p> <p>HS3.IM.P1.B Examine, evaluate, and critique, using music reading skills, how compositional, theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.</p>	<p align="center">PERFORM</p> <p>I can compare and contrast various genres of music.</p> <p>I can develop and apply criteria to select repertoire to study and perform based on an understanding of the purpose and context of the performance.</p> <p>I examine how compositional, theoretic and structural aspects of music will impact my performance. (For example: appropriate breathing or bowing techniques for long phrases)</p> <p>I can evaluate how effectively a performance realized a composer’s composition, theoretical and structure aspects of the music.</p>	

<p>HS3.IM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performances as well as performers' technical skill to connect with the audience.</p> <p>HS3.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade IV/V music using correct pitches, meters, and rhythms.</p> <p>HS3.IM.P2.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 related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p>	<p>I can reflect on how an audience responded to a performance.</p> <p>I can compare and contrast how the context and purpose of varied repertoire impacts an audience.</p> <p>I can read and notate Grade IV/V music with accurate pitch, rhythm, and intonation.</p> <p>I can identify and notate the key signatures of scales and literature being performed.</p> <p>I can produce a characteristic tone at varying dynamic levels.</p> <p>I can tune my instrument to a reference pitch.</p> <p>I can demonstrate technical proficiency of various advanced techniques.</p>	<p><u>Technique</u> Winds: Breath attacks</p> <p>Percussion: Three or four-mallet technique, making tuning changes on timpani during a performance</p> <p>Orchestra: Romantic Era Performance Practice</p> <p>Guitar: Carter Style Picking and Hybrid Picking Technique</p> <p><u>Scales & Rudiments</u> Winds/Mallets: Scales related to performance literature.</p>
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<p>HS3.IM.P2.C Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL level IV/V. For example: apply elements associated with successful sight-reading using a variety of meters, tempi, and key signatures.</p> <p>HS3.IM.P2.D 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>HS3.IM.P3.A Demonstrate and understanding and 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>HS3.IM.P3.B 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.</p>	<p>I can sight-read a piece of music a UIL Level IV/V using 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 demonstrate an understanding and mastery of the technical demands of music representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.</p> <p>I can respond to audience reactions to my performance. (For example: maintaining complete stillness to maintain a sense of wonder at the end of a piece of music).</p>	<p>Non-Mallet Percussion: Rudiments related to performance literature</p> <p>Orchestra: All three octave scales, plus the associated arpeggio, as well as the relative minor scales</p> <p>Guitar: Introduction to modes: Dorian, Locrian</p>
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<p style="text-align: center;">CREATE</p> <p>HS3.IM.Cr2.B Describe and document compositions and/or improvisations through standard notation and/or recording technology.</p> <p>HS3.IM.Cr3.B Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.</p>	<p style="text-align: center;">CREATE</p> <p>I can record my original composition.</p> <p>I can record my original improvisation.</p> <p>I can present my finalized composition to a group.</p>	
<p style="text-align: center;">RESPOND</p> <p>HS3.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.</p>	<p style="text-align: center;">RESPOND</p> <p>I can identify reasons for selecting music based on context found in music.</p> <p>I can justify reasons for selecting music based on context found in music.</p>	
<p>HS3.IM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.</p>	<p>I can explain how the manipulation of musical elements influence response to music.</p>	
<p>HS3.IM.R2.A Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</p> <p style="text-align: center;">CONNECT</p> <p>HS3.IM.Cn1.A Demonstrate how interests, knowledge, and skills relate to</p>	<p>I can justify meanings of the expressive intent of musical works by referencing other art forms.</p> <p style="text-align: center;">CONNECT</p> <p>I can demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating music.</p>	

<p>personal choices and intent when creating, performing, and responding to music.</p> <p>HS3.IM.Cn2.A 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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