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
PERFORM	PERFORM	
HS1.IM.P1.A Explain the criteria used to select	I can explain why I selected music to study	Key Signatures, Time Signatures, Chord
a varied repertoire to study, based on an	based on the challenges in the music versus	Structure, Major and Minor Intervals.
understanding of the theoretical and	my ability to play it.	
structural characteristics of the music, the		Whole notes, half notes, quarter notes, eighth
technical skill of the individual or ensemble,	I can select warm-ups and etudes to study that	notes, dotted half notes, sixteenth notes,
and the purpose or context of the	develop my skills based on music being	quarter note triplets, eighth note triplets,
performance.	studied.	simple eighth note syncopation, simple meters
		(2/4, 3/4, 4/4, C), compound meters (5/4, 6/4,
HS1.IM.P1.B Demonstrate, using music	I can demonstrate how compositional devices	6/8, 2/2), standard notation
reading skills, how composition devices and	impact prepared performances using music	
theoretical and structural aspects of music	reading skills.	<u>Technique</u>
works impact and inform prepared and/or		
improvised performances.	I can demonstrate how theoretical and	Winds: Embouchure, appropriate equipment
	structural aspects of musical works impact	and instrument maintenance. Hand position,
	prepared performances using music reading	breathing, and posture.
HS1.IM.P1.C: Demonstrate an understanding	skills.	
of context in a varied repertoire of music		Percussion: Stick/mallet grip, assembly

Standards	Student Friendly "I Can" Statements	Selected Repertoire, Scales/Keys, Rhythm/Meter, Notes, Percussion, Orchestra, Vocabulary, Connections
through prepared and/or improvised	I can mark significant compositional devices	
performances.	(such as dynamics, tempo, articulations, etc.) in my music.	Orchestra: Legato bowing, posture, bow hold, proper set up, and left-hand position.
HS1.IM.P2.A Demonstrate the ability to read	I can compare and contrast how different	
and/or notate music individually and in	venues impact a performance (for example:	Guitar: Appropriate posture, pick hold, left
ensemble settings. For example: identify,	Concert Hall, Festival, Outdoors, Nursing	hand position, strum motion.
notate, and perform selected TBA Grade III	home, etc.)	
music using correct pitches, meters, and		Piano: Posture and hand position
rhythms.	I can read my part in Grade III music.	
		Scales & Rudiments
HS1.IM.P2.B Demonstrate fundamental	I can read a Grade III musical score with at	
control, technical accuracy, range, and fluency	least two staves.	Winds/Mallets: 4 Major scales, one octave,
on the instrument, performing a varied		plus the associated arpeggio and chromatic
repertoire of music, individually and in	I can identify and perform intermediate level	scale
ensemble settings. For example: demonstrate	pitches and rhythms.	
correct posture, embouchure, breathing,		Non-mallet percussion: Vic Firth Tier 1
characteristic tone, intonation, and phrasing.	I can identify and notate key signatures of	Rudiments.
Demonstrate fingering, percussion sticking, bowing, and elements related to manual	scales and literature being performed.	Tune timpani to a reference pitch.
dexterity. Perform 12 major scales, a	I can produce a characteristic tone while	Orchestra: All scales up to 3 sharps and 3 flats
chromatic scale, and 40 standard rudiments.	playing my instrument.	(one octave) C, G, D, A (two octaves) plus the associated arpeggios
HS1.IM.P2.C Demonstrate musical literacy on	I can demonstrate and apply correct technique	
the instrument, individually and in ensemble	on my instrument.	Guitar: Common I, IV, V7 chord progressions
settings, by adequately sight reading a varied		in D, G, A, E, C, Am, and Em.
repertoire of music at UIL level III. For	I can match pitch to facilitate correct	
example: apply elements associated with	intonation.	Piano: C and G pentatonic scales
successful sight-reading using a variety of		
meters, tempi, and key signatures.	I can apply elements associated with	
	successful sight-reading.	
HS1.IM.P2.D Develop and apply strategies to		

Standards	Student Friendly "I Can" Statements	Selected Repertoire, Scales/Keys, Rhythm/Meter, Notes, Percussion, Orchestra, Vocabulary, Connections
address technical and expressive challenges in	I can apply ways to address technical issues in	
a varied repertoire of music. For example:	a varied repertoire of music.	
evaluate and refine success using feedback		
from teachers, ensemble peers, professional	I can use teacher-provided criteria to evaluate	
recordings, and other sources.	and improve a personal performance.	
	CREATE	
CREATE	I can identify the characteristics of the music	
HS1.IM.Cr1.A: Compose and/or improvise	being studied.	
ideas for melodies, rhythmic passages,	Language ideas for maladias and	
arrangements, or over a chordal structure for specific purposes that reflect characteristic(s)	I can compose ideas for melodies and rhythmic passages that reflect characteristics	
of music from a variety of historical periods.	of music from a variety of historical periods.	
of music from a variety of mistorical perious.	of music from a variety of mistorical perious.	
	RESPOND	
RESPOND	I can identify reasons for selecting music	
HS1.IM.R1.A Identify and justify reasons for	based on characteristics found in research.	
selecting music based on characteristics found		
in music, context, student interest, and	I can justify reasons for selecting music based	
personal research from teacher-provided	on characteristics found in research.	
sources.		
	I can analyze how context influences response	
	to music.	
HS1.IM.R1.B Analyze and explain how context	CONNECT	
and the manipulation of musical elements	I can demonstrate how interests, knowledge,	
influence response to music.	and skills relate to personal choices and intent	
CONNECT	when responding to music.	
HS1.IM.Cn1.A Demonstrate how interests,		
knowledge, and skills relate to personal	I can demonstrate an understanding of	
	_	
choices and intent when creating, performing,	relationships between music and the other	

Standards	Student Friendly "I Can" Statements	Selected Repertoire, Scales/Keys, Rhythm/Meter, Notes, Percussion, Orchestra,
		Vocabulary, Connections
and responding to music.	arts.	
HS1.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		

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
PERFORM	PERFORM	
HS1.IM.P1.A : Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural	I can identify technical challenges in music being studied.	Whole notes, half notes, quarter notes, eighth notes, dotted half notes, sixteenth notes, quarter note triplets, eighth note triplets,
characteristics of the music, the technical skill	I can identify structural characteristics of the	simple eighth note syncopation, simple meters
of the individual or ensemble, and the purpose	music.	(2/4, 3/4, 4/4, C), compound meters (5/4, 6/4,
of context of the performance.	I can demonstrate how theoretical aspects of music impact and inform my performance.	6/8, 2/2), standard notation
HS1.IM.P1.B: Demonstrate, using music		<u>Technique</u>
reading skills, how compositional devices and theoretical and structural aspects of musical	I can mark theoretical and structural aspects of musical works (such as key changes,	Winds: Proper articulation techniques
works impact and inform prepared and/or improvised performances.	repeated patterns, chordal structures, etc.).	Percussion: Stick and mallet control. Vic Firth Tier 2 Rudiments.
	I can explain how theoretical and structural	
HS1.IM.P2.A Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify,	aspects of music works will inform my practice and impact my performance.	Orchestra: Proper bow placement, weight, angle, speed and pressure
notate and perform selected TBA Grade III	I can demonstrate the ability to read Grade III	Guitar: Standard strumming patterns
music using correct pitches, meters, and	rhythms and pitches.	
rhythms.		Piano: Hand position with black keys
	I can produce a characteristic tone at a mezzo	

Standards	Student Friendly "I Can" Statements	Selected Repertoire, Scales/Keys, Rhythm/Meter, Notes, Percussion, Orchestra, Vocabulary, Connections
HS1.IM.P2.B Demonstrate fundamental	forte dynamic level.	Scales & Rudiments
control, technical accuracy, range, fluency on		Winds/Mallets: 4 Major Scales continuing in
the instrument, performing a varied repertoire	I can begin to make adjustments to facilitate	Circle of 5ths, one octave, plus the associated
of music, individually and in ensemble	correct intonation.	arpeggio and chromatic scale.
settings. For example: demonstrate correct		
posture, embouchure, breathing,	I can demonstrate and apply correct technique	Non-Mallet Percussion: Vic Firth Tier 2
characteristic tone, intonation, balance and	at an advancing level.	Rudiments.
blend. Apply appropriate articulation, tempi,		
dynamics, style, and phrasing. Demonstrate	I can identify and notate key signatures of	Orchestra: All Major Scales in 2 octaves with
fingerings, percussion sticking, bowing, and	scales and literature being performed.	the associated arpeggio.
elements related to manual dexterity. Perform		
12 major scales, a chromatic scale, and 40	I can sight read a piece of music at UIL Level III	Guitar: Open E Scale
standard rudiments.	in an ensemble setting.	
		Piano: D and A pentatonic, C major octave,
HS1.IM.P2.C Demonstrate musical literacy on	I can apply ways to address expressive	hands together, G major one octave, hands
the instrument, individually and in ensemble settings, by adequately sight reading a varied	challenges in a varied repertoire of music.	separately
repertoire of music at UIL level III. For	I can demonstrate attention to expressive	Musicality
example: apply elements associated with	concepts in Grade III music	dynamics from <i>pp-ff</i> , fermata, ritardando,
successful sight-reading using a variety of		legato, staccato
meters, tempi, and key signatures.	I can describe an audience's response to a	
	performance.	
HS1.IM.P2.D Develop and apply strategies to		
address technical and expressive challenges in	I can describe how the expressive intent of a	
a varied repertoire of music. For example:	performance affects an audience's response.	
evaluate and refine success using feedback	CREATE	
from teachers, ensemble, peers, professional	I can improvise ideas for melodies and	
recordings, and other sources.	rhythmic passages that reflect characteristics	
	of music from a variety of historical periods.	
HS1.IM.P3.A: Demonstrate attention to	,	
musical literacy, fundamental control,	I can collaboratively develop guidelines for a	

Standards	Student Friendly "I Can" Statements	Selected Repertoire, Scales/Keys, Rhythm/Meter, Notes, Percussion, Orchestra,
		Vocabulary, Connections
technical accuracy, and expressive qualities in	composition.	
prepared and/or improvised performances of		
a varied repertoire of music representing	I can describe my original composition.	
diverse cultures, styles, and genres.		
	I can describe my original improvisation.	
HS1.IM.P3.B Demonstrate an understanding		
of expressive intent by connecting with an	I can evaluate my original composition or	
audience through prepared and/or improvised	improvisation.	
performances.	RESPOND	
	I can identify reasons for selecting music	
CREATE	based on characteristics found in student	
HS1.IM.Cr1.A: Compose and/or improvise	interest.	
ideas for melodies, rhythmic passages,		
arrangements, or over a chordal structure for	I can justify reasons for selecting music based	
specific purposes that reflect characteristic(s)	on characteristics found in student interest.	
of music from a variety of historical periods.	Language in have a subset in fluores a management	
LICA INA CDO As Coloret and develop mode disc	I can explain how context influences response to music.	
HS1.IM.CR2.A: Select and develop melodies,	to music.	
rhythmic passages, arrangements, or chordal structures for specific purposes that		
demonstrate understanding of	I can explain the expressive intent and	
characteristic(s) of music from a variety of	meaning of musical works, citing as evidence	
historical periods studied in rehearsal.	the treatment of the elements of music.	
instolical perious studied in Terlearsal.	the treatment of the elements of music.	
HS1.IM.CR2.B: Describe and document	I can support interpretations of the expressive	
compositions and/or improvisations through	intent and meaning of musical works, citing as	
standard notation and recording technology.	evidence the treatment of the elements of	
	music.	
HS1.IM.CR3.A: Evaluate and refine draft		
melodies, rhythmic passages, arrangements,	CONNECT	
and improvisations based on established	I can demonstrate how interests, knowledge,	

Standards	Student Friendly "I Can" Statements	Selected Repertoire, Scales/Keys, Rhythm/Meter, Notes, Percussion, Orchestra, Vocabulary, Connections
criteria, including the extent to which they address identified purposes.	and skills relate to personal choices and intent when performing music.	, ,
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.	I can demonstrate an understanding of relationships between music and other disciplines.	
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.		
HS1.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and		

Standards	Student Friendly "I Can" Statements	Selected Repertoire, Scales/Keys,
		Rhythm/Meter, Notes, Percussion, Orchestra,
		Vocabulary, Connections
daily life.		

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
PERFORM	PERFORM	
HS1.IM.P1.A: Explain the criteria used to	I can explain how to select music for different	<u>Technique</u>
select a varied repertoire to study, based on	purposes and contexts. (For example: warm-	Winds: Contrasting articulations (tonguing,
an understanding of theoretical and structural	ups, etudes, in-class performances, mid-state	slurring)
characteristics of the music, the technical skill	auditions, solo and ensemble, etc.)	
of the individual or ensemble, and the		Percussion: Using appropriate grip
purpose of context of the performance.	I can explain how various warm-ups and	
	etudes can prepare the performer(s) for	Orchestra: Shifting to 5th position (5th
HS1.IM.P1.B: Demonstrate, using music	various challenges in repertoire.	position for bass), Bow strokes: Detache,
reading skills, how compositional devices and		Martele, Spiccato, etc.
theoretical and structural aspects of musical	I can compare and contrast how	
works impact and inform prepared and/or	compositional devices and theoretical and	Guitar: Appropriate posture, left hand
improvised performances.	structural aspects of music inform	position, and right hand position
	performance.	
HS1.IM.P2.A Demonstrate the ability to read		Piano: Crossover/under techniques in
and/or notate music individually and in		passages with more than 5 pitches
ensemble settings. For example: identify,	I can read and notate Grade III with accurate	
notate and perform selected TBA Grade III	pitch, rhythm, and intonation.	Scales & Rudiments
music using correct pitches, meters, and		Winds/Mallets: 4 Major Scales Continue Circle
rhythms.	I can produce a characteristic tone at varying	of Fifths, one octave, plus the associated
	dynamic levels.	arpeggio and chromatic scale
HS1.IM.P2.B Demonstrate fundamental		Non-Mallet Percussion: Vic Firth Tier 3

Standards	Student Friendly "I Can" Statements	Selected Repertoire, Scales/Keys,
		Rhythm/Meter, Notes, Percussion,
		Orchestra, Vocabulary, Connections
control, technical accuracy, range, fluency on	I can make adjustments to facilitate correct	Rudiments.
the instrument, performing a varied	intonation.	
repertoire of music, individually and in		Orchestra: C, G, and D three octaves, plus the
ensemble settings. For example: demonstrate	I can apply correct technique in a variety of	associated arpeggio
correct posture, embouchure, breathing,	repertoire.	
characteristic tone, intonation, balance and		Guitar: Open E Scale
blend. Apply appropriate articulation, tempi,	I can sight read a piece of music at UIL Level III	
dynamics, style, and phrasing. Demonstrate	in an individual setting.	Piano: G Major scale one octave hands
fingerings, percussion sticking, bowing, and		together and associated cadence, De Major
elements related to manual dexterity.	I can develop and apply ways to address	scale one octave, hands separate and
Perform 12 major scales, a chromatic scale,	technical issues in a varied repertoire of	associated cadence
and 40 standard rudiments.	music.	
HS1.IM.P2.C Demonstrate musical literacy on	I can develop and apply ways to address	
the instrument, individually and in ensemble	expressive challenges in music.	
settings, by adequately sight reading a varied		
repertoire of music at UIL level III. For	I can balance instrumental timbres and match	
example: apply elements associated with	dynamic levels and playing style of Grade III	
successful sight-reading using a variety of	music.	
meters, tempi, and key signatures.		
	CREATE	
HS1.IM.P2.D Develop and apply strategies to	I can compose and/or improvise	
address technical and expressive challenges in	arrangements that reflect characteristics of	
a varied repertoire of music. For example:	music from a variety of historical periods.	
evaluate and refine success using feedback		
from teachers, ensemble, peers, professional	I can create a plan for developing a	
recordings, and other sources.	composition.	
HS1.IM.P3.A: Demonstrate attention to	I can document my composition in standard	
musical literacy, fundamental control,	notation.	
technical accuracy, and expressive qualities in		

Standards	Student Friendly "I Can" Statements	Selected Repertoire, Scales/Keys, Rhythm/Meter, Notes, Percussion, Orchestra, Vocabulary, Connections
prepared and/or improvised performances of		
a varied repertoire of music representing	RESPOND	
diverse cultures, styles, and genres.	I can identify reasons for selecting music	
	based on characteristics found in music.	
CREATE		
HS1.IM.Cr1.A : Compose and/or improvise	I can justify reasons for selecting music based	
ideas for melodies, rhythmic passages,	on characteristics found in music.	
arrangements, or over a chordal structure for		
specific purposes that reflect characteristic(s)	I can analyze how the manipulation of musical	
of music from a variety of historical periods.	elements influences response to music.	
HS1.IM.CR2.A: 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.B: Describe and document compositions and/or improvisations through	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.	
standard notation and recording technology.	CONNECT	
	I can demonstrate an understanding of	
RESPOND	relationships between music and varied	
HS1.IM.R1.A Identify and justify reasons for	contexts.	
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		

Standards	Student Friendly "I Can" Statements	Selected Repertoire, Scales/Keys, Rhythm/Meter, Notes, Percussion, Orchestra, Vocabulary, Connections
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.Cn2.A Demonstrate understanding of relationships between music and the other		
arts, other disciplines, varied contexts, and daily life.		

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:

How do musicians make meaningful connections to creating, performing and responding?

Standards	Student Friendly "I Can" Statements	Selected Repertoire, Scales/Keys,
		Rhythm/Meter, Notes, Percussion, Orchestra,
		Vocabulary, Connections
PERFORM	PERFORM	
HS1.IM.P1.A : Explain the criteria used to select	I can explain how I selected music to study	<u>Technique</u>
a varied repertoire to study, based on an	based on the theoretical or structural aspects	Winds: Consistent embouchure for contrasting
understanding of theoretical and structural	of music (for example: recognizing where	articulations, Breathing
characteristics of the music, the technical skill	patterns are repeated, phrases, etc.).	
of the individual or ensemble, and the purpose		Percussion: Tuning with an electronic tuner
of context of the performance.	I can identify the compositional devices and	
	theoretical and structural aspects of my music.	Orchestra: Smooth shifting technique from 3rd
HS1.IM.P1.B: Demonstrate, using music		to 5th position.
reading skills, how compositional devices and	I can compare how compositional devices and	
theoretical and structural aspects of musical	theoretical and structural aspects of music are	Guitar: Hammer On/Pull Off Technique
works impact and inform prepared and/or	used in different pieces of music (ex. Terraced	
improvised performances.	dynamics in baroque music).	Piano: Correct hand position in multiple keys
		Scales & Rudiments
HS1.IM.P1.C: Demonstrate an understanding	I can demonstrate appropriate concert	Winds/Mallets: Review Sequence Major scales,
of context in a varied repertoire of music	etiquette based on the performance venue.	add additional octaves where appropriate, plus
through prepared and/or improvised		the associated arpeggio and chromatic scale
performances.	I can read and notate Grade IV with accurate	, 22
HS1.IM.P2.A Demonstrate the ability to read	pitch, rhythm, and intonation.	Non-Mallet Percussion: Vic Firth Tier 4
and/or notate music individually and in		Rudiments
ensemble settings. For example: identify,	I can employ characteristic tone alone or with	
notate and perform selected TBA Grade III	a group appropriate to the literature being	Strings: A, E, F and B-flat major scales, three

Standards	Student Friendly "I Can" Statements	Selected Repertoire, Scales/Keys,
		Rhythm/Meter, Notes, Percussion, Orchestra,
		Vocabulary, Connections
music using correct pitches, meters, and	studied.	octaves, plus the associated arpeggio
rhythms.		
	I can demonstrate basic tuning with or without	Guitar: Am Pentatonic Scale and Blues Scale
HS1.IM.P2.B Demonstrate fundamental	an electronic tuner.	
control, technical accuracy, range, fluency on		
the instrument, performing a varied repertoire	I can apply correct technique in a variety of	Piano: D Major one octave scale, hands
of music, individually and in ensemble settings.	repertoire.	together and associated cadence. F Major
For example: demonstrate correct posture,		pentatonic scale, hands together.
embouchure, breathing, characteristic tone,	I can define and apply music terminology	
intonation, balance and blend. Apply	found in the music literature being studied as a	
appropriate articulation, tempi, dynamics,	means of musical expression.	
style, and phrasing. Demonstrate fingerings,		
percussion sticking, bowing, and elements	I can demonstrate the expressive intent of a	
related to manual dexterity. Perform 12 major	piece of music by connecting with an audience	
scales, a chromatic scale, and 40 standard	in a performance.	
rudiments.		
	CREATE	
HS1.IM.P3.A : Demonstrate attention to	I can compose and/or improvise a melody over	
musical literacy, fundamental control,	a given chordal structure that reflect	
technical accuracy, and expressive qualities in	characteristics of music from a variety of	
prepared and/or improvised performances of a	historical periods.	
varied repertoire of music representing diverse		
cultures, styles, and genres.		
	I can record my original composition or	
HS1.IM.P3.B Demonstrate an understanding of	improvisation.	
expressive intent by connecting with an		
audience through prepared and/or improvised		
performances.	I can refine my original composition or	
CREATE	improvisation.	
HS1.IM.Cr1.A: Compose and/or improvise		
ideas for melodies, rhythmic passages,	I can present my finalized composition to a	

Standards	Student Friendly "I Can" Statements	Selected Repertoire, Scales/Keys, Rhythm/Meter, Notes, Percussion, Orchestra, Vocabulary, Connections
arrangements, or over a chordal structure for	group.	
specific purposes that reflect characteristic(s)	RESPOND	
of music from a variety of historical periods.	I can identify reasons for selecting music based on characteristics found in context.	
HS1.IM.CR2.B: Describe and document		
compositions and/or improvisations through	I can justify reasons for selecting music based	
standard notation and recording technology.	on characteristics found in context.	
HS1.IM.CR3.A: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they	I can explain how the manipulation of musical elements influences response to music.	
address identified purposes.	I can explain the expressive intent and meaning of musical works, citing as evidence	
HS1.IM.CR3.B: Share personally developed melodies, rhythmic passages, and	the historical significance.	
arrangements, individually or as an ensemble, which address identified purposes.	I can support interpretations of the expressive intent and meaning of musical works, citing as evidence the historical significance.	
RESPOND		
HS1.IM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and	CONNECT I can demonstrate how interests, knowledge,	
personal research from teacher-provided sources.	and skills relate to personal choices and intent when creating music.	
HS1.IM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.	I can demonstrate an understanding of relationships between music and daily life.	
HS1.IM.R2.A Explain and support		

Standards	Student Friendly "I Can" Statements	Selected Repertoire, Scales/Keys, Rhythm/Meter, Notes, Percussion, Orchestra, Vocabulary, Connections
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.		
HS1.IM.Cn2.A Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		