

High School: Accomplished

Creating:

Artists/students use creative thinking and reasoning skills to perceive concepts and ideas to develop works. **CR**

- 1 **Improvise over drones or simple chord progressions.** **HSAC.1CR**
- 2 **Compose a simple rhythmic melody accompaniment for a specific melody using standard and iconic notation, in multiple meters, including compound meters.** **HSAC.2CR**
- 3 **Compose a melody in multiple tonalities for a specific rhythmic accompaniment using written or digital, standard, and iconic notation.** **HSAC.3CR**

Performing:

Artists/students employ personal processes and skills to solve problems creatively and present work in various contexts. **PE**

- 1 **Perform or present a four-part rhythm example.** **HSAC.1PE**
- 3 **Incorporate technology and media arts in creating, composing, and arranging music.** **HSAC.3PE**
- 2 **Perform or present a four-part melodic example using bass and treble clef.** **HSAC.2PE**
- 4 **Compare and contrast techniques of tuning multiple instruments.** **HSAC.4PE**
- 5 **Explain the composer's choices for the elements of music using a varied repertoire of vocal performances.** **HSAC.5PE**

Responding:

Artists/students engage in analysis and interpretation to understand and evaluate artistic works. **RE**

- 1 **Research composers and their works from four major music periods.** **HSAC.1RE**
- 2 **Determine the time period and culture of an instrument based on prior knowledge.** **HSAC.2RE**
- 3 **Evaluate the use of the elements of music related to expression in a varied repertoire of music.** **HSAC.3RE**
- 4 **Analyze the components of a music composition, demonstrating an understanding of music styles and form.** **HSAC.4RE**
- 5 **Apply assessment practices to demonstrate their learning and understanding of fundamental music concepts and music literacy.** **HSAC.5RE**
- 6 **Follow and respond to variously complex cues of a conductor.** **HSAC.6RE**
- 7 **Compare and contrast how people from various backgrounds and cultures use and respond to music.** **HSAC.7RE**

8 Compare and contrast the individual sections within the form of historical musical works (symphony, mass, concerto). HSAC . 8RE

Connecting:
Artists/students understand and communicate the value of creative expressions in internal and external contexts. CO

1 Defend the use of the moods and meanings of musical pieces used at a social event. HSAC . 1CO

2 Defend a critique of a live music performance using criteria based on the elements of music. HSAC . 2CO

3 Explain how the creative process is used in similar and different ways in the arts. HSAC . 3CO

4 Develop and articulate a personal philosophy about the purpose and value of music. HSAC . 4CO

5 Identify and describe non-performing careers in music and describe ways technology and the media arts are used to create, perform, and listen to music. HSAC . 5CO

6 Research copyright law and the process for having a composition protected. HSAC . 6CO

7 Describe how music reflects the social and political events of history and the role of the musician in history and culture. HSAC . 7CO
