

General Music: HS Half Credit

CREATING HSHC.CR

Imagine

- 1 Generate and conceptualize artistic ideas and work. HSHC.CR.1
 - 1 Create rhythmic, melodic, and harmonic phrases from genres and styles selected by the teacher. HSHC.CR.1.1
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Plan and Make

- 2 Choose and demonstrate favorite musical ideas. HSHC.CR.2
 - 2 Create and organize musical ideas from genres and styles selected by the teacher. HSHC.CR.2.2
 - 3 Use systems of music notation or technological resources to document melodic and harmonic sequences. HSHC.CR.2.3
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Evaluate and Refine

- 3 Refine and complete artistic work. HSHC.CR.3
 - 4 Evaluate and compare personal and peer created arrangements and compositions. HSHC.CR.3.4
 - 5 Use teacher-created criteria to compare originality and craftsmanship in their compositions and arrangements. HSHC.CR.3.5
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Present

- 3 Refine and complete artistic work. HSHC.CR.3
 - 6 Present a final version of their creation for a specific purpose. HSHC.CR.3.6
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PERFORMING HSHC.PR

Select

- 4 Select, analyze, and interpret artistic work for presentation. HSHC.PR.4
 - 7 Select music for performance with a specific purpose or intent. HSHC.PR.4.7

Analyze

- 5 Select, analyze, and interpret artistic work for presentation. [HSHC.PR.4](#)
- 8 Compare the structures of music selected for performance. [HSHC.PR.4.8](#)
- 9 Sight-read either simple rhythmic or melodic elements using various systems of notation. [HSHC.PR.4.9](#)
- 10 Identify the use of distinct musical effects in various genres and styles of music. [HSHC.PR.4.10](#)

Interpret

- 6 Select, analyze, and interpret artistic work for presentation. [HSHC.PR.4](#)
- 11 Perform contrasting pieces of music from a variety of genres and styles. [HSHC.PR.4.11](#)

Rehearse, Evaluate, and Refine

- 5 Develop and refine artistic techniques and work for presentation. [HSHC.PR.5](#)
- 12 Practice and refine music performance and determine when music is ready to perform. [HSHC.PR.5.12](#)

Present

- 6 Convey meaning through the presentation of artistic work. [HSHC.PR.6](#)
- 13 Perform a varied repertoire of music alone and with others and evaluate the performance based on personal, peer, teacher, or professional criteria. [HSHC.PR.6.13](#)

RESPONDING [HSHC.RE](#)

Select

- 7 Perceive and analyze artistic work. [HSHC.RE.7](#)
- 14 Select music from a variety of styles and genres to demonstrate connections to an interest or experience. [HSHC.RE.7.14](#)

Analyze

- 7 Perceive and analyze artistic work. [HSHC.RE.7](#)
- 15 Compare how the elements of music and expressive qualities are used to create the structure of two pieces of music. [HSHC.RE.7.15](#)
- 16 Describe the context of a programmed sequence of musical works from two different genres, cultures, or historical periods. [HSHC.RE.7.16](#)

Interpret

- 8 Interpret intent and meaning in artistic work. [HSHC.RE.8](#)
- 17 Compare two or more pieces of music, summarizing how creators and performers use musical elements and expressive qualities to convey expressive intent across different genres, cultures, and historical contexts. [HSHC.RE.8.17](#)

Evaluate

- 9 Apply criteria to evaluate artistic work. [HSHC.RE.9](#)
- 18 Evaluate musical works and performances, using personal and teacher-developed criteria. [HSHC.RE.9.18](#)

CONNECTING [HSHC.CN](#)**Connect**

- 10 Synthesize and relate knowledge and personal experiences to make art. [HSHC.CN.10](#)
- 19 Explain how synthesizing personal knowledge, interests, ideas, and choices helps musicians to create, perform, and respond to music. [HSHC.CN.10.19](#)

Connect

- 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. [HSHC.CN.11](#)
- 20 Analyze how cultural, historical, and societal context contribute to musicians' understanding when creating, performing, and responding to music. [HSHC.CN.11.20](#)
- 21 Demonstrate performer and audience behaviors appropriate for Grades 9-12 students for a variety of venues and contexts. [HSHC.CN.11.21](#)