

Theory and Composition: HS Level III

CREATING HSIII.CR

Imagine

- 1 Generate and conceptualize artistic ideas and work. HSIII.CR.1
 - 1 Generate musical ideas in a variety of tonalities using a variety of timbres that express their ideas. HSIII.CR.1.1
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Plan and Make

- 2 Choose and demonstrate favorite musical ideas. HSIII.CR.2
 - 2 Create and organize their own musical materials, using a variety of timbres within specific musical forms, and describe how creative intent is influenced by experiences and context. HSIII.CR.2.2
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Evaluate and Refine

- 3 Refine and complete artistic work. HSIII.CR.3
 - 3 Apply teacher-provided, personal, or professionally-created criteria to evaluate their music and develop a plan to refine their work for originality and craftsmanship. HSIII.CR.3.3
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Present

3. Refine and complete artistic work. HSIII.CR.3
 - 4 Present a final version of their composition for a specific purpose. HSIII.CR.3.4
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PERFORMING HSIII.PR

Select, analyze, and interpret

- 4 Select, analyze, and interpret artistic work for presentation. HSIII.PR.4
 - 5 Analyze complex musical elements in selected compositions and explain how interpretive decisions inform expressive intent in a performance. HSIII.PR.4.5
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Rehearse, Evaluate, and Refine

- 5 Develop and refine artistic techniques and work for presentation. HSIII.PR.5
 - 6 Apply teacher, personal, or professionally-created criteria to evaluate a performance and develop a plan to refine technical accuracy and expressive intent. HSIII.PR.5.6

Present

- 6 Convey meaning through the presentation of artistic work. [HSIII.PR.6](#)
- 7 Present their compositions and evaluate the performance based on personal, peer, teacher, or professional criteria. [HSIII.PR.6.7](#)

RESPONDING [HSIII.RE](#)**Select**

- 7 Perceive and analyze artistic work. [HSIII.RE.7](#)
- 8 Select model compositions and analyze how the pieces are representative of specific forms. [HSIII.RE.7.8](#)

Analyze

- 7 Perceive and analyze artistic work. [HSIII.RE.7](#)
- 9 Compare and contrast how elements of music are manipulated to convey expressive intent in model and personal compositions. [HSIII.RE.7.9](#)

Interpret

- 8 Interpret intent and meaning in artistic work. [HSIII.RE.8](#)
- 10 Compare and contrast the use of musical elements in their own composition and a model composition with similar formal structure. [HSIII.RE.8.10](#)

Evaluate

- 9 Apply criteria to evaluate artistic work. [HSIII.RE.9](#)
- 11 Select model compositions or performances and evaluate how the pieces are representative of specific forms, styles, and historical time periods. [HSIII.RE.9.11](#)

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

- 10 Synthesize and relate knowledge and personal experiences to make art. [HSIII.CN.10](#)
- 12 Explain how their own interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. [HSIII.CN.10.12](#)

Connect

- 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. [HSIII.CN.11](#)
- 13 Describe the relationships among composer, music, society, and culture. [HSIII.CN.11.13](#)
- 14 Demonstrate performer, composer, and audience behaviors appropriate for Grades 9-12 students for a variety of venues and contexts. [HSIII.CN.11.14](#)