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| Harmonized Instruments Guitar Advanced MYP | **Standards-Based Education Priority Standards** |
| **9-12th Grade** | |
| *Creating* | |
| C MU:Cr1.1.H.8 a. Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies. | |
| A MU:Cr3.1.H.8 a. Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies. | |
| C MU:Cr3.2.H.8 a. Share final versions of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. | |
| *Performing* | |
| A MU:Pr4.2.H.8 a. Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation. | |
| D MU:Pr5.1.H.8 a. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances. | |
| B MU:Pr6.1.H.8 a. Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical). | |
| *Responding and Connecting* | |
| D MU:Re9.1.H.8 a. Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music. | |
| D MU: Cn 10.1.H.8 a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. | |
| *Reading and Writing* | |
| A 11-12.RST.3 - Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | |
| A 11-12.RST.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–12 texts and topics. | |
| D 11-12.WHST.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| D 11-12.WHST.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |