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| Harmonized Instruments  Piano | **Standards-Based Education Priority Standards** |
| **9-12th Grade** | |
| *Creating* | |
| |  | | --- | | MU:Cr1.1.H5 a. Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies. | | MU:Cr3.2.H.5a. Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. | | |
| *Performing* | |
| MU:Pr4.2.H.5 a. Identify prominent melodic and harmonic characteristics 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. | |
| MU:Pr5.1.H.5 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 apply practice strategies to address performance challenges and refine the performances. | |
| MU:Pr6.1.H.5 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 understanding of the audience and the context. | |
| *Responding and Connecting* | |
| MU:Re9.1.H.5 a. a. Identify and describe how interest, experiences, and contexts (personal or social) affect the evaluation of music. | |
| MU: Cn 10.1.H.5 Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | |
| *Reading and Writing* | |
| 11-12.RST.3 - Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | |
| 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. | |
| 11-12.WHST.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| 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. | |