Music Standards
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Anchor Standard 1: Creating-Generate and conceptualize artistic ideas and work.

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Essential Question: How do musicians generate creative ideas?

Novice MU.HI.1.CR1.HS1	Intermediate MU.HI.1.CR1.HS2	HS Proficient MU.HI.1.CR1.HS3	HS Accomplished MU.HI.1.CR1.HS4	HS Advanced MU.HI.1.CR1.HS5
1. Generate melodic, rhythmic, and harmonic ideas for simple **melodies** (such as two- **phrase**) and chordal accompaniments for given melodies.	1. 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*.	1. Generate melodic, rhythmic, and harmonic ideas for *improvisations,* ***compositions*** (**forms** *such as* ***theme and variation*** *or 12-bar blues*), *and three-or-more*-chord accompaniments in a *variety of patterns* (*such as arpeggio, country and gallop strumming, finger picking patterns*).	1. Generate melodic, rhythmic, and harmonic ideas for **compositions (forms** such as *rounded binary* or *rondo*), **improvisations**, *accompaniment patterns in a variety of* ***styles***, *and* ***harmonizations*** for given **melodies**.	1. Generate melodic, rhythmic, and harmonic ideas for a *collection of* ***compositions*** *(representing a variety of* ***forms*** *and* ***styles***)*, i**mprovisations** *in several different styles*, *and stylistically appropriate* **harmonizations** for given **melodies.**

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Anchor Standard 2: Creating-Organize and develop artistic ideas and work.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Novice MU.HI.2.CR2.HS1	Intermediate MU.HI.2.CR2.HS2	HS Proficient MU.HI.2.CR2.HS3	HS Accomplished MU.HI.2.CR2.HS4	HS Advanced MU.HI.2.CR2.HS5
1. Select, develop, and use **standard notation** or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple **melodies** (such as two-**phrase)** and chordal accompaniments for given melodies.	1. 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.	1. Select, develop, and use **standard notation** and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of ***improvisations, compositions (forms*** *such as* **theme and variation** *or 12-bar blues*), and *three-or-more*-chord accompaniments in a *variety of patterns* (*such as arpeggio, country and gallop strumming, finger picking patterns*).	1. Select, develop, and use **standard notation** and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of **compositions** (**forms** such as *rounded* **binary** *or* **rondo**), **improvisations**, *accompaniment patterns in a variety of* **styles**, *and* **harmonizations** for given **melodies**.	1. Select, develop, and use **standard notation** and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of **compositions** (*representing a variety of* **forms** *and* **styles**), **improvisations** *in several different styles,* and *stylistically appropriate* **harmonizations** for given **melodies.**

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Anchor Standard 3: Creating-Refine and complete artistic work.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Novice MU.HI.3.CR3.HS1	Intermediate MU.HI.3.CR3.HS2	HS Proficient MU.HI.3.CR3.HS3	HS Accomplished MU.HI.3.CR3.HS4	HS Advanced MU.HI.3.CR3.HS5
1 Apply **teacher-provided criteria** to critique, improve, and **refine** drafts of simple **melodies** (such as two-**phrase**) and chordal accompaniments for given melodies.	1. Apply **teacher-provided criteria** to critique, improve, and **refine** drafts of **melodies** (*created over specified* **chord progressions** *or* **AB/ABA forms**) and *two-to-three*-chord accompaniments for given melodies.	1. Develop and apply **criteria** to critique, improve, and **refine** drafts of *improvisations,* **compositions (forms** such as **theme and variation** *or 12-bar blues*) and three-*or-more*-chord accompaniments in a *variety of patterns* (*such as arpeggio, country and gallop strumming, finger picking patterns).*	1. Develop and apply **criteria** to critique, improve, and **refine** drafts of **compositions (forms** such as *rounded* **binary** *or* **rondo**), **improvisations,** *accompaniment patterns in a variety of* **styles***,* and **harmonizations** for given **melodies**.	1. Develop and apply **criteria** to critique, improve, and **refine** drafts of **compositions** (*representing a variety of* **forms** *and* **styles**)*,* **improvisations** *in a variety of* **styles***,* and *stylistically appropriate* **harmonizations** for given **melodies**.

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Anchor Standard 3: Creating-Refine and complete artistic work.

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication

Essential Question: When is creative work ready to share?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
2. **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**.	2. **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**.	2. *Perform* final versions of *improvisations,* **compositions** (**forms** such as **theme and variation** *or 12-bar blues*), and *three-or-more* -chord accompaniments *in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns),* demonstrating **technical skill** *in applying principles of composition/improvisation and originality* in developing and organizing **musical ideas**.	2. **Perform** final versions of **compositions** (**forms** such as *rounded* **binary** *or* **rondo**), **improvisations,** accompaniment patterns *in a variety of* **styles** , and **harmonizations** *for given* **melodies**, demonstrating **technical skill** in applying principles of composition/improvisation and originality in developing and organizing **musical ideas**.	2. **Perform** final versions of a *collection of* **compositions** (*representing a variety of* **forms** *and styles*), **improvisations** *in several different* **styles** , and *stylistically appropriate* **harmonizations** for given **melodies**, demonstrating **technical skill** in applying principles of composition/improvisation and originality in developing and organizing **musical ideas**.

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Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Novice MU.HI.4.PR1.HS1	Intermediate MU.HI.4.PR1.HS2	HS Proficient MU.HI.4.PR1.HS3	HS Accomplished MU.HI.4.PR1.HS4	HS Advanced MU.HI.4.PR1.HS5
1. Describe and demonstrate how a varied **repertoire** of music that includes **melodies,** repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and **technical skill,** as well as the **context** of the **performances**.	1. Describe and demonstrate how a varied **repertoire** of music that includes **melodies**, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and **technical skill** (*citing technical challenges that need to be addressed)*, as well as the **context** of the **performances**.	1. *Explain the* **criteria** *used* when selecting a varied **repertoire** of music for *individual or small group* **performances** that include **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments *in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).*	1. *Develop and apply* **criteria** for selecting a varied **repertoire** of music for individual and small group **performances** that include **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments *in a variety of* **styles**.	1. Develop and apply **criteria** for selecting a varied **repertoire** for a *program of music* for individual and small group **performances** that include **melodies**, repertoire pieces, *stylistically appropriate accompaniments,* and **improvisations** *in a variety of contrasting* **styles**.

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Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Essential Question: How does understanding the structure and context of musical works inform performance?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
2. 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**.	2. 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**.	2. Identify *and describe important* **theoretical** *and* **structural** *characteristics* and **context** (**social, cultural**, or **historical**) in a varied **repertoire** of music that includes **melodies**, repertoire pieces, *improvisations*, and chordal accompaniments *in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns*).	2. Identify and describe important **theoretical** and **structural** characteristics and **context** (**social, cultural**, *and* **historical**) in a varied **repertoire** of music that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments *in a variety of* **styles**.	2. Identify and describe important **theoretical** and **structural** characteristics and **context** (**social, cultural**, and **historical**) in a varied **repertoire** of music selected for **performance** *programs* that includes **melodies**, repertoire pieces, *stylistically appropriate accompaniments,* and **improvisations** in a variety of *contrasting* **styles**.

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Anchor Standard 4: Performing-Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
3. Demonstrate and describe in **interpretations** an understanding of the **context** and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies,** repertoire pieces, and chordal accompaniments.	3. Demonstrate and describe in **interpretations** an understanding of the **context** *(social, cultural, or historical)* and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies,** repertoire pieces, and chordal accompaniments.	3. Describe in **interpretations** the **context** (**social**, **cultural**, or **historical**) and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies**, repertoire pieces, ***improvisations,*** and chordal accompaniments in a *variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)*.	3. *Explain* in **interpretations** the **context** (**social**, **cultural**, *and* **historical**) and **expressive intent** in a varied **repertoire** of music selected for **performance** that includes **melodies**, repertoire pieces, **improvisations**, and chordal accompaniments in a *variety of* **styles**.	3. Explain and *present* **interpretations** that demonstrate and describe the **context** (**social**, **cultural**, and **historical**) and *an understanding of the creator's* **intent** *in* **repertoire** *for varied* **programs** *of music* that include **melodies**, repertoire pieces, *stylistically appropriate* accompaniments, and **improvisations** in a variety of *contrasting* **styles**.

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Anchor Standard 5: Performing-Develop and refine artistic techniques and work for presentation.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Novice MU.HI.5.PR2.HS1	Intermediate MU.HI.5.PR2.HS2	HS Proficient MU.HI.5.PR2.HS3	HS Accomplished MU.HI.5.PR2.HS4	HS Advanced MU.HI.5.PR2.HS5
1. 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.	1. Apply **teacher-provided criteria t**o 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.	1. Develop and apply **criteria** to critique individual *and small group* **performances** of a varied **repertoire** of music that includes **melodies**, repertoire pieces, *improvisations,* and chordal accompaniments *in a variety of patterns* (*such as arpeggio, country and gallop strumming, finger picking patterns*), and *create rehearsal strategies* to address performance challenges and **refine** the performances.	1. Develop and apply **criteria** to critique individual and small group **performances** of a varied **repertoire** of music that includes **melodies,** repertoire pieces, **improvisations,** and chordal accompaniments in a *variety of **styles***, and create rehearsal strategies to address performance challenges and **refine** the performances.	1. Develop and apply **criteria**, including *feedback from multiple sources*, to critique varied *programs* of music **repertoire (melodies**, repertoire pieces, *stylistically appropriate* accompaniments*,* **improvisations** *in a variety of contrasting **styles***) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and **refine** the performances.

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Anchor Standard 6: Performing-Convey meaning through the presentation of artistic work.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Novice MU.HI.6.PR3.HS1	Intermediate MU.HI.6.PR3.HS2	HS Proficient MU.HI.6.PR3.HS3	HS Accomplished MU.HI.6.PR3.HS4	HS Advanced MU.HI.6.PR3.HS5
1. **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**.	1. **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)*.	1. **Perform** with **expression** and **technical accuracy**, in individual and *small group performances*, a varied **repertoire** of music that includes **melodies**, repertoire pieces, *improvisations,* and chordal accompaniments in *a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns),* demonstrating sensitivity to the audience and an understanding of the **context** (**social**, **cultural**, or **historical**).	1. **Perform** with **expression** and **technical accuracy**, in individual and small group **performances**, a varied **repertoire** of music that includes **melodies**, repertoire pieces, i**mprovisations**, and chordal accompaniments in a *variety of styles*, demonstrating sensitivity to the audience and an understanding of the **context** (**social**, **cultural**, *and* **historical**).	1. **Perform** with **expression** and **technical accuracy**, in individual and small group **performances**, a varied **repertoire** for *programs* of music that includes **melodies**, repertoire pieces, *stylistically appropriate* accompaniments, and **improvisations** *in a variety of contrasting styles,* demonstrating sensitivity to the audience and an understanding of the **context** (**social**, **cultural**, and **historical**).

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Anchor Standard 7: Responding-Perceive and analyze artistic work.

Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Novice MU.HI.7.RE1.HS1	Intermediate MU.HI.7.RE1.HS2	HS Proficient MU.HI.7.RE1.HS3	HS Accomplished MU.HI.7.RE1.HS4	HS Advanced MU.HI.7.RE1.HS5
1. Demonstrate and describe reasons for selecting music, based on characteristics found in the music and **connections** to interest, **purpose** or personal experience.	1. *Explain* reasons for selecting music *citing* characteristics found in the music and **connections** to interest, **purpose,** and context.	1. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified **purpose** and **context.**	1. Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified **purpose** and **context.**	1. Select, describe, and compare a variety of individual and small group musical **programs** from varied **cultures**, **genres**, and **historical periods**.

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Anchor Standard 7: Responding-Perceive and analyze artistic work.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
2. Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the **context** (**social** or **cultural**) inform the response.	2. *Describe* how *the way that the* **elements of music** *are manipulated* and knowledge of the **context** (**social** *and* **cultural**) inform the response.	2. *Compare passages in musical selections* and explain how the **elements of music** and **context** (**social**, **cultural**, or ***historical***) inform the response.	2. *Explain how the* **analysis** *of the* **structures** and **context** (**social**, **cultural**, *and* **historical**) *of contrasting* musical selections inform the response.	2. *Demonstrate and justify* how the ***structural characteristics function*** within a va*riety of* musical selections, and distinguish how **context** (**social**, **cultural**, and **historical**) and *creative decisions* inform the response.

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Anchor Standard 8: Responding-Interpret intent and meaning in artistic work.

Essential Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Novice MU.HI.8.RE2.HS1	Intermediate MU.HI.8.RE2.HS2	HS Proficient MU.HI.8.RE2.HS3	HS Accomplished MU.HI.8.RE2.HS4	HS Advanced MU.HI.8.RE2.HS5
1. Identify **interpretations** of the **expressive intent** and meaning of musical selections, referring to the **elements of music**, **context** (**personal** or **social**), and (when appropriate) the **setting of the text**.	2. Identify *and support* **interpretations** of the **expressive intent** and meaning of musical selections, *citing as evidence the treatment* of the **elements of music**, **context**, and (when appropriate) the **setting of the text.**	2. *Explain* and support **interpretations** of the **expressive intent** and meaning of musical selections, citing as evidence the treatment of the **elements of music**, **context** (**personal**, **social**, *and* **cultural**), and (when appropriate) the **setting of the text**, *and outside sources*.	2. Explain and support **interpretations** of the **expressive intent** and meaning of musical selections, citing as evidence the treatment of the **elements of music**, **context** (**personal**, **social**, and **cultural**), and (when appropriate) the **setting of the text**, and *varied researched* sources.	2. *Establish and justify* **interpretations** of the **expressive intent** and meaning of musical selections by comparing and synthesizing varied researched sources, *including reference to examples from other art forms*.

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Anchor Standard 9: Responding-Apply criteria to evaluate artistic work.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Novice MU.HI.9.RE3.HS1	Intermediate MU.HI.9.RE3.HS2	HS Proficient MU.HI.9.RE3.HS3	HS Accomplished MU.HI.9.RE3.HS4	HS Advanced MU.HI.9.RE3.HS5
1. Identify and describe how interest, experiences, and **contexts** (**personal** or **social**) effect the evaluation of music.	1. *Explain the influence* of experiences and **contexts** (**personal**, **social**, or *cultural)* on interest in and the evaluation of a *varied repertoire* of music.	1. *Develop and apply **teacher-provided** and **established criteria** based on personal preference, **analysis,*** and **context** (**personal**, **social**, *and* **cultural**) to evaluate *individual and small group musical selections for listening.*	1. Apply **personally-developed** and **established criteria** based on *research*, personal preference, **analysis**, **interpretation, expressive intent,** *and* **musical qualitie**s to evaluate *contrasting* individual and small group musical selections for listening.	1. *Develop and justify* evaluations of a variety of individual and small group musical selections for listening based on **personally-developed** and **established criteria**, *personal decision making, and knowledge and understanding of* **context**.

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Anchor Standard 10: Connecting-Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Novice MU.HI.10.CO1.HS1	Intermediate MU.HI.10.CO1.HS2	HS Proficient MU.HI.10.CO1.HS3	HS Accomplished MU.HI.10.CO1.HS4	HS Advanced MU.HI.10.CO1.HS5
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **Embedded within:**	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **Embedded within:**	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **Embedded within:**	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **Embedded within:**	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **Embedded within:**
MU.HI.3.CR3.HS1.2 *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.*	MU.HI.3.CR3.HS2.2 *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.*	MU.HI.3.CR3.HS3.2 *Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skills in applying principles of composition/improvisation and originality in*	MU.HI.3.CR3.HS4.2 *Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.*	MU.HI.3.CR3.HS5.2 *Perform final versions of a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies, demonstrating technical skills in applying principles of composition/ improvisation and originality in developing and organizing musical ideas.*

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Novice MU.HI.10.CO1.HS1	Intermediate MU.HI.10.CO1.HS2	HS Proficient MU.HI.10.CO1.HS3	HS Accomplished MU.HI.10.CO1.HS4	HS Advanced MU.HI.10.CO1.HS5
		developing and organizing musical ideas.		
MU.HI.4.PR1.HS1.1 *Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skills, as well as the context of the performances.*	MU.HI.4.PR1.HS2.1 *Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skills (citing technical challenges that need to be addressed), as well as the context of the performances.*	MU.HI.4.PR1.HS3.1 *Explain the criteria used when selecting a varied repertoire of music, based on personal interest and technical skills for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).*	MU.HI.4.PR1.HS4.1 *Develop and apply criteria for selecting a varied repertoire of music, based on personal interest and technical skills for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.*	MU.HI.4.PR1.HS5.1 *Develop and apply criteria for selecting a varied repertoire of music for a program of music, based on personal interest and technical skills, for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in several different styles.*
MU.HI.7.RE1.HS1.1 *Demonstrate and describe reasons for choosing musical selections, based on characteristics found in the music and connections to interest, purpose, or experiences.*	MU.HI.7.RE1.HS2.1 *Cite reasons for how the musical selections use the elements of music and make connections to specific interests, purposes, and experiences.*	MU.HI.7.RE1.HS3.1 *Cite reasons for choosing individual and small group musical selections for listening, based on characteristics found in the music, connections to interest, purpose, and context.*		

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