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

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

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

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	2. Share final versions of	2. Perform final versions of	2. Perform final versions of	2. Perform final versions
simple melodies (such as	melodies (created over	improvisations,	compositions (forms such	of a collection of
two- phrase) and chordal	specified chord	<i>compositions</i> (forms such	as rounded binary or	compositions
accompaniments for given	progressions or AB/ABA	as theme and variation or	rondo), improvisations,	(representing a variety of
melodies, demonstrating	forms) and two-to-three-	12-bar blues), and three-	accompaniment patterns in	forms and styles),
an understanding of how	chord accompaniments	<i>or-more</i> -chord	<i>a variety of styles ,</i> and	improvisations in several
to develop and organize	for given melodies,	accompaniments in a	harmonizations for given	<i>different styles ,</i> and
personal musical ideas.	demonstrating an	variety of patterns (such as	<i>melodies</i> , demonstrating	stylistically appropriate
	understanding of how to	arpeggio, country and	technical skill in applying	harmonizations for given
	develop and organize	gallop strumming, finger	principles of	melodies, demonstrating
	personal musical ideas.	picking patterns),	composition/improvisation	technical skill in applying
		demonstrating <i>technical</i>	and originality in	principles of
		skill in applying principles	developing and organizing	composition/improvisation
		of	musical ideas.	and originality in
		composition/improvisation		developing and organizing
		and originality in		musical ideas.
		developing and organizing		
		musical ideas.		

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

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	2. Identify prominent	2. Identify and describe	2. Identify and describe	2. Identify and describe
melodic and harmonic	melodic, harmonic, and	<i>important theoretical</i> and	important theoretical and	important theoretical and
characteristics in a varied	structural characteristics	structural characteristics	structural characteristics	structural characteristics
repertoire of music that	and <i>context (social,</i>	and context (social ,	and context (social,	and context (social ,
includes melodies ,	<i>cultural, or historical)</i> in a	cultural, or historical) in a	cultural, and historical) in	cultural, and historical) in
repertoire pieces, and	varied repertoire of music	varied repertoire of music	a varied repertoire of	a varied repertoire of
chordal accompaniments	that includes melodies ,	that includes melodies ,	music that includes	music selected for
selected for performance,	repertoire pieces, and	repertoire pieces,	melodies, repertoire	performance programs
including at least some	chordal accompaniments	<i>improvisations,</i> and	pieces, improvisations,	that includes melodies ,
based on reading standard	selected for performance ,	chordal accompaniments	and chordal	repertoire pieces,
notation.	including at least some	in a variety of patterns	accompaniments in a	stylistically appropriate
	based on reading standard	(such as arpeggio, country	variety of styles .	accompaniments, and
	notation.	and gallop strumming,		improvisations in a
		finger picking patterns).		variety of contrasting
				styles.

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

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

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

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	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU.HI.7.RE1.HS1	MU.HI.7.RE1.HS2	MU.HI.7.RE1.HS3	MU.HI.7.RE1.HS4	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	1. <i>Explain</i> reasons for selecting music <i>citing</i> 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 .
experience.				

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 understandin	g the structure and contex	t of music inform a response?
---	----------------------------	-------------------------------

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

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

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

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

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