

## **Instrumental Music 9-12 | IM**

For Instrumental Music 9-12, the major work of the discipline falls within the Perform domain. Concepts covered in the Create, Connect, and Respond domains are accessible only after students are thoroughly versed in the fundamental skills necessary to perform on an instrument. Standards are specifically adapted towards the artistic processes by which people make music: Performing, Creating, Responding, and Connecting. The foundations within each artistic process propose an intended sequence of scaffolding skill levels as a means of developing students' competency.

Literacy in the instrumental music classroom is being able to read, write, and perform music. Just as the study of various languages promotes overall literacy, reading and writing musical notation, expressive markings, and harmonic structure unlocks new patterns of thought, exploring the analytical, mathematical, and linguistic centers of the mind. Musical literacy is decoding at its best. The language of music encompasses the senses of touch, sight, and hearing. These processes demand the student to balance their physical and intellectual actions and personal discipline in ways not explored in other academic areas.

The activity of instrumental music provides students opportunities for high and varied levels of critical thinking. Students of instrumental music develop a second written language and artistically-enhanced physical skills. They learn to work independently and within groups, as critical thinkers, problem solvers, and contributing members of a larger unit. Problem solving in the instrumental classroom is immediate and continuous as the music is being produced. Creative decision making, individually and in groups, results in final artistic products. Instrumental music instruction cultivates an individual who is capable of multi-tasking, managing time, working alone, and collaborating with others.

Finally, there is not an intentional pairing of grade level with ability level or mastery level. It is expected that some grade 11 or 12 students may be first-year ensemble members and/or at a musical level of HS1 or HS2; and an inverse situation may exist wherein a grade 9 student may be at a HS2 or HS3 level as a musician. Therefore, the standards are written for flexible application in high school choral and instrumental ensembles, wherein assigning musical or developmental level is at the discretion of the individual teacher.

Artistic Processes	1994 National Standards / TN	New Foundations	Performance Standards
<b>Perform (P)</b>	Sing (1), play (2), read (5)	<ol style="list-style-type: none"> <li>1. Select, analyze, interpret</li> <li>2. Develop and refine</li> <li>3. Convey meaning through presentation</li> </ol>	See grade levels
<b>Create (Cr)</b>	Improvise (3), compose (4)	<ol style="list-style-type: none"> <li>4. Generate and conceptualize</li> <li>5. Organize and develop</li> <li>6. Refine and complete</li> </ol>	
<b>Respond (R)</b>	Listen (6), analyze (7)	<ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work</li> <li>8. Interpret intent and meaning</li> <li>9. Apply criteria to evaluate</li> </ol>	
<b>Connect (Cn)</b>	Connect (8), historical (9)	<ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experience</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</li> </ol>	

## DOMAIN: Perform

### Foundation P1

Select, analyze, and interpret artistic work for presentation.

### Standard IM.P1

Grade Level	Standards
HS1	<b>HS1.IM.P1.A</b> Explain the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
	<b>HS1.IM.P1.B</b> Demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.
	<b>HS1.IM.P1.C</b> Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.
HS2	<b>HS2.IM.P1.A</b> Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
	<b>HS2.IM.P1.B</b> Document and demonstrate, using music reading skills, how compositional devices, theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.
	<b>HS2.IM.P1.C</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.
HS3	<b>HS3.IM.P1.A</b> Develop and apply criteria to select varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
	<b>HS3.IM.P1.B.</b> Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.

	<b>HS3.IM.P1.C</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.
<b>HS4</b>	<b>HS4.IM.P1.A</b> Develop and apply criteria to select varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
	<b>HS4.IM.P1.B</b> Examine, evaluate, and critique, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.
	<b>HS4.IM.P1.C</b> Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.

<b>DOMAIN: Perform</b>	
<b>Foundation P2</b> Develop and refine artistic techniques and work for presentation.	
<b>Standard IM.P2</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.IM.P2.A</b> Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade V music using correct pitches, meters, and rhythms.
	<b>HS1.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.

	<p><b>HS1.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p>
	<p><b>HS1.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p>
<p>HS2</p>	<p><b>HS2.IM.P2.A</b> Demonstrate the ability to read and/or notate music individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade IV music using correct pitches, meters, and rhythms.</p>
	<p><b>HS2.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p>
	<p><b>HS2.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p>
	<p><b>HS2.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p>
<p>HS3</p>	<p><b>HS3.IM.P2.A</b> Demonstrate the ability to read and/or notate music, individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade V music using correct pitches, meters, and rhythms.</p>
	<p><b>HS3.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments.</p>

	<p><b>HS3.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p>
	<p><b>HS3.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p>
<h1>HS4</h1>	<p><b>HS4.IM.P2.A</b> Demonstrate the ability to read and/or notate music, individually and in ensemble settings. For example: identify, notate, and perform selected TBA Grade VI music using correct pitches, meters, and rhythms.</p>
	<p><b>HS4.IM.P2.B</b> Demonstrate fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrate correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Apply appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrate fingerings, percussion sticking, bowing, and elements related to manual dexterity. Perform 12 major scales, a chromatic scale, and 40 standard rudiments from memory.</p>
	<p><b>HS4.IM.P2.C</b> Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music at UIL Level VI. For example: apply elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p>
	<p><b>HS4.IM.P2.D</b> Develop and apply strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluate and refine their success using feedback from teachers, ensemble peers, professional recordings, and other sources.</p>

## DOMAIN: Perform

### Foundation P3

Convey and express meaning through the performance of artistic work.

### Standard IM.P3

Grade Level	Standards
HS1	<b>HS1.IM.P3.A</b> Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
	<b>HS1.IM.P3.B</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.
HS2	<b>HS2.IM.P3.A</b> Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
	<b>HS2.IM.P3.B</b> Demonstrate an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances.
HS3	<b>HS3.IM.P3.A</b> Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
	<b>HS3.IM.P3.B</b> Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances.
HS4	<b>HS4.IM.P3.A</b> Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
	<b>HS4.IM.P3.B</b> Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances.

<b>DOMAIN: Create</b>	
<b>Foundation Cr1</b> Generate and conceptualize artistic ideas and work	
<b>Standard IM.Cr1</b>	
Grade Level	Standards
HS1	<b>HS1.IM.Cr1.A</b> Compose and/or improvise ideas for melodies, rhythmic passages, arrangements, or over a chordal structure for specific purposes that reflect characteristic(s) of music from a variety of historical periods.
HS2	<b>HS2.IM.Cr1.A</b> Compose and/or improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.
HS3	<b>HS3.IM.Cr1.A</b> Compose and/or improvise music ideas for a variety of purposes and contexts.
HS4	<b>HS4.IM.Cr1.A</b> Compose and/or improvise music ideas for a variety of purposes and contexts.

<b>DOMAIN: Create</b>	
<b>Foundation Cr2</b> Organize and develop artistic ideas and work.	
<b>Standard IM.Cr2</b>	
Grade Level	Standards
HS1	<b>HS1.IM.Cr2.A</b> Select and develop melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
	<b>HS1.IM.Cr2.B</b> Describe and document compositions and/or improvisations through standard notation and recording technology.
HS2	<b>HS2.IM.Cr2.A</b> Select and develop chordal structures, arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.

	<b>HS2.IM.Cr2.B</b> Describe and document compositions and/or improvisations through standard notation and/or recording technology.
HS3	<b>HS3.IM.Cr2.A</b> Select and develop composed and improvised ideas into musical works organized for a variety of purposes and contexts.
	<b>HS3.IM.Cr2.B</b> Describe and document compositions and/or improvisations through standard notation and/or recording technology.
HS4	<b>HS4.IM.Cr2.A</b> Select and develop composed and/or improvised ideas into musical works organized for a variety of purposes and contexts.
	<b>HS4.IM.Cr2.B</b> Describe and document compositions and/or improvisations through standard notation and/or recording technology.

<b>DOMAIN: Create</b>	
<b>Foundation Cr3</b> Refine and complete artistic work.	
<b>Standard IM.Cr3</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.IM.Cr3.A</b> Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
	<b>HS1.IM.Cr3.B</b> Share personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, which address identified purposes.
<b>HS2</b>	<b>HS2.IM.Cr3.A</b> Evaluate and refine melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on personally developed criteria, including the extent to which they address identified purposes.
	<b>HS2.IM.Cr3.B</b> Share personally developed chordal structures, arrangements, sections, and short compositions, individually or as an ensemble, which address identified purposes.
<b>HS3</b>	<b>HS3.IM.Cr3.A</b> Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

	<b>HS3.IM.Cr3.B</b> Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.
HS4	<b>HS4.IM.Cr3.A</b> Evaluate and refine varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
	<b>HS4.IM.Cr3.B</b> Share varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.

<b>DOMAIN: Respond</b>	
<b>Foundation R1</b> Perceive and analyze artistic work.	
<b>Standard IM.R1</b>	
Grade Level	Standards
HS1	<b>HS1.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.
	<b>HS1.IM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.
HS2	<b>HS2.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.
	<b>HS2.IM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.
HS3	<b>HS3.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.
	<b>HS3.IM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.
HS4	<b>HS4.IM.R1.A</b> Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.
	<b>HS4.IM.R1.B</b> Analyze and explain how context and the manipulation of musical elements influence response to music.

## DOMAIN: Respond

### Foundation R2

Interpret intent and meaning in artistic work.

### Standard IM.R2

Grade Level	Standards
HS1	<b>HS1.IM.R2.A</b> Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and personal research.
HS2	<b>HS2.IM.R2.A</b> Support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research sources.
HS3	<b>HS3.IM.R2.A</b> Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
HS4	<b>HS4.IM.R2.A</b> Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

## DOMAIN: Respond

### Foundation R3

Apply criteria to evaluate artistic work.

### Standard IM.R3

Grade Level	Standards
HS1	<b>HS1.IM.R3.A</b> Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
HS2	<b>HS2.IM.R3.A</b> Evaluate works and performances based research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.

<b>HS3</b>	<b>HS3.IM.R3.A</b> Develop and justify evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.
<b>HS4</b>	<b>HS4.IM.R3.A</b> Develop and justify evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.

<b>DOMAIN: Connect</b>	
<b>Foundation Cn1</b>	
Synthesize and relate knowledge and personal experiences to artistic endeavors.	
<b>Standard IM.Cn1</b>	
<b>Grade Level</b>	<b>Standards</b>
<b>HS1</b>	<b>HS1.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
<b>HS2</b>	<b>HS2.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
<b>HS3</b>	<b>HS3.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
<b>HS4</b>	<b>HS4.IM.Cn1.A</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical context.

### Standard IM.Cn2

Grade Level	Standards
HS1	<b>HS1.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
HS2	<b>HS2.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
HS3	<b>HS3.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
HS4	<b>HS4.IM.Cn2.A</b> Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.