

**Montana Instructional Alignment  
HPS Critical Competencies  
Music  
Grades 9-12**

**Content Standards**

**Content Standard 1 Students create, perform/exhibit, and respond in the Arts.**

**Content Standard 2 Students apply and describe the concepts, structures, and processes in the Arts**

**Content Standard 3 Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.**

**Content Standard 4 Students analyze characteristics and merits of their work and the work of others.**

**Content Standard 5 Students understand the role of the Arts in society, diverse cultures, and historical periods.**

**Content Standard 6 Students make connections among the Arts, other subject areas, life, and work.**

# Montana Instructional Alignment

## HPS Critical Competencies



### Music

#### Grades 9-12

**Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.**

#### Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.1 conceive and create works of art.	<ul style="list-style-type: none"> <li>• Create music based on notation and concepts previously learned.</li> </ul>	Music Staff – lines, spaces, ledger lines Note Values – whole, half, quarter, eighth, sixteenth Rest Values – whole, half, quarter, eighth Music Clef – Treble (G), Bass (F), Alto (C) Sharp, flat, natural Bar lines Repeat signs Ties Time/Meter signatures Bow markings Dynamic markings Slurs and Ties Form Chord progressions Melodic contrast	 <b>1, 3,4,7,8,10</b>	<b>Grades 9-10</b> CC.R. 3, CC.W. 1c, 1d, 4, 5, 6, 10 <b>Grades 11-12</b> CC.R. 3, CC.W. 1c, 1d, 4, 5, 6, 10
1.2 demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.	<ul style="list-style-type: none"> <li>• Perform a group piece that includes unity, variety, and varying dynamics.</li> </ul>	Rehearsal numbers Score Piano accompaniment Ensemble titles (duet, trio, etc.) Melodic/Harmonic Balances Ensemble Sonority	 <b>2,3,10</b>	<b>Grades 9-10</b> CC.R. 1, 3, 4, 5 <b>Grades 11-12</b> CC.R. 1, 3, 4, 5

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## HPS Critical Competencies




### Music

#### Grades 9-12

**Content Standard 1 - Students create, perform/exhibit, and respond in the Arts.**

#### Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
1.3 select or adapt the elements of a presentational style.	<ul style="list-style-type: none"> <li>• Perform a piece in a variety of styles.</li> </ul>	Swing/Jazz Baroque Latin Classical Romantic Theatre 20 <sup>th</sup> century Avant-garde	 2,4,5	<b>Grades 9-10</b> CC.R. 1,2, 3, 4, 6 CC.W. 5, 10 <b>Grades 11-12</b> CC.R. 1,2, 3, 4, 6 CC.W. 5, 10
1.4 apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.	<ul style="list-style-type: none"> <li>• Perform in choral and/or instrumental ensembles. Respond to a variety of musical stimuli using voice or instruments.</li> </ul>	Blend Balance Timbre Tone color Articulation Critical listening Audience Communication	 2,4,6,7	<b>Grades 9-10</b> CC.R. 3, 4, 6 <b>Grades 11-12</b> CC.R. 3, 4, 6
1.5 articulate meaning by describing and analyzing artistic choices in their own work and works of others.	<ul style="list-style-type: none"> <li>• Verbally or musically respond to a variety of music.</li> </ul>	Critique Musical structure (forms – AB, ABA, etc.) Instrumentation Artistic license Performance practice	 2,3	<b>Grades 9-10</b> CC.R. 1,2, 4, 5, 6, 8, 9, CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7,8, 9 <b>Grades 11-12</b> CC.R. 1,2, 4, 5, 6, 8, 9, CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7,8, 9

# Montana Instructional Alignment

## HPS Critical Competencies



### Music

#### Grades 9-12

### Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

#### Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.1 Composition: apply the elements of rhythm, melody, harmony, timbre/tone color, and form.	<ul style="list-style-type: none"> <li>• Recognize, identify, and perform music with advanced rhythms, melodic lines, harmonic structure, tone color, and form.</li> </ul>	Music Staff – lines, spaces, ledger lines rhythm Music Clef – Treble (G), Bass (F), Alto © Sharp, flat, natural Solo, duet, trio, ensembles Melody, harmony, Counter melody Chord progressions 20 <sup>th</sup> century notation Scale Round Repeat signs Intervals (melodic, harmonic) Syncopation Compound meter Triplet Major, minor Binary, ternary, rondo, Sonata Allegro	 1,3,7,10,11	<b>Grades 9-10</b> CC.R. 1, 2, 3, 4, 5, 6, 9, 10 CC.W. 1d, 4, 5, 6, 10 <b>Grades 11-12</b> CC.R. 1, 2, 3, 4, 5, 6, 9, 10 CC.W. 1d, 4, 5, 6, 10
2.2 Techniques: apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation.	<ul style="list-style-type: none"> <li>• Recognize and respond to expression, tempo, and interpretive markings in written music.</li> </ul>	Dynamic markings Tempo markings (Allegro, Andante, Moderato, etc.) Phrase Bow markings Slur, tie Melody, harmony Ostinato Sforzando Melodic/Harmonic resolution	 4	<b>Grades 9-10</b> CC.R. 3, 4, 6, 9, 10 <b>Grades 11-12</b> CC.R. 3, 4, 6, 9, 10

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## HPS Critical Competencies





### Music

#### Grades 9-12

### Content Standard 2 - Students apply and describe the concepts, structures, and processes in the Arts.

#### Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
2.3 Medium: perform vocal and/or instrumental solos, or in ensembles.	<ul style="list-style-type: none"> <li>• Perform in vocal and /or instrumental groups, ensembles, or solos.</li> </ul>	Chamber music Acapella Transcription Stage etiquette Soloist (Ensemble accompaniment)	 <b>2,4,8</b>	<b>Grades 9-10</b> CC.R. 2, 3, 4 <b>Grades 11-12</b> CC.R. 2, 3, 4
2.4 Function: perform examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment)	<ul style="list-style-type: none"> <li>• Perform a variety of pieces, demonstrating an awareness of musical settings.</li> </ul>	Ceremonial music Theater music Film score Vocal songs Sacred, secular Room settings Audience interactions Programming	 <b>2,6,8</b>	<b>Grades 9-10</b> CC.R.1, 3, 4, 6, 9, 10 CC.W. 1a, 1b, 1e, 7, 9 <b>Grades 11-12</b> CC.R.1, 3, 4, 6, 9, 10 CC.W. 1a, 1b, 1e, 7, 9
2.5 Style: perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period).	<ul style="list-style-type: none"> <li>• Experience through discussion and performance an awareness of stylistic characteristics in various forms of music.</li> </ul>	Jazz Fiddle Mariachi Folk Art music Performance practice	 <b>2,4,6,7,8</b>	<b>Grades 9-10</b> CC.R. 1, 3, 4, 5, 9, 10 CC.W. 7 <b>Grades 11-12</b> CC.R. 1, 3, 4, 5, 9, 10 CC.W. 7
2.6 Presentation: rehearse, perform, and critique musical performances.	<ul style="list-style-type: none"> <li>• Generalize previously learned concepts and skills and synthesize them into a musically proficient performance.</li> </ul>	Critical listening Critique Reflection Self-evaluation Adjudication	 <b>2, 4, 9, 10</b>	<b>Grades 9-10</b> CC.R. 2, 3, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 8, 9, 10 <b>Grades 11-12</b> CC.R. 2, 3, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 8, 9, 10

# Montana Instructional Alignment

## HPS Critical Competencies




### Music

#### Grades 9-12

**Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.**

#### Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.1 use art materials, techniques, technologies, and processes to create specific products and responses to ideas	<ul style="list-style-type: none"> <li>• Explore and discuss music in classroom rehearsals and performance experiences.</li> </ul>	Blend Balance Timbre Tone color Articulation Critical listening Critique Reflection Self-evaluation 1.1 and 2.1 musical terms	 1,7,8,11	<b>Grades 9-10</b> CC.R. 3, 4, 7 CC.W. 4, 5, 6, 8, 9 <b>Grades 11-12</b> CC.R. 3, 4, 7 CC.W. 4, 5, 6, 8, 9
3.2 communicate intended meaning through interpretation of a subject.	<ul style="list-style-type: none"> <li>• Demonstrate the ability to read an instrumental or vocal score by describing how the elements of music are used.</li> </ul>	Performance anxiety Critique Self-evaluation Reflection 1.1 and 2.1 musical terms	 4,6,7	<b>Grades 9-10</b> CC.R. 1, 2, 4, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 8, 9, 10 <b>Grades 11-12</b> CC.R. 1, 2, 4, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 8, 9, 10
3.3 use improvisation / experimentation to determine solutions to problems and pose new problems.	<ul style="list-style-type: none"> <li>• Improvise stylistically appropriate musical lines.</li> </ul>	Compare and contrast Practice Ensemble preparation 1.1 and 2.1 musical terms	 4,6,10,11	<b>Grades 9-10</b> CC.R.. 3, 4, 5, CC.W. 10 <b>Grades 11-12</b> CC.R.. 3, 4, 5, CC.W. 10



# Montana Instructional Alignment HPS Critical Competencies

## Music Grades 9-12

**Content Standard 3 - Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.**

**Guiding Philosophies – Upon mastery of the Critical Competencies students**

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
3.4 use technical skills sing or play music with expression and technical accuracy exhibiting a large and varied repertoire of vocal or instrumental literature.	<ul style="list-style-type: none"> <li>• Perform with expression and technical accuracy a variety of music literature.</li> </ul>	Breath control Bow markings Articulation Phrasing Dynamics	 4,7	<p><b>Grades 9-10</b> CC.R. 1, 3, 4, 6</p> <p><b>Grades 11-12</b> CC.R. 1, 3, 4, 6</p>
3.5 read and use standard and nonstandard notation symbols through participation in small and large ensembles.	<ul style="list-style-type: none"> <li>• Perform, using a variety of musical symbols appropriate to a musical time period and ensemble configuration.</li> </ul>	Breath control Bow markings Articulation Phrasing Dynamics	 3,4	<p><b>Grades 9-10</b> CC.R. 1, 4, 10 CC.W. 1a, 1b, 1c, 1d, 1e, 1f, 10</p> <p><b>Grades 11-12</b> CC.R. 1, 4, 10 CC.W. 1a, 1b, 1c, 1d, 1e, 1f, 10</p>

# Montana Instructional Alignment

## HPS Critical Competencies



### Music

#### Grades 9-12

**Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.**

#### Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.1 Evaluate an artwork by comparing and contrasting it to similar or exemplary works of art.	<ul style="list-style-type: none"> <li>• Comparatively analyze elements of musical aural examples representing diverse genres and cultures.</li> </ul>	Cultural interpretations, Musical form comparison, Musical value	 1,4,5,9	<p><b>Grades 9-10</b> CC.R. 1, 2, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 7, 8</p> <p><b>Grades 11-12</b> CC.R. 1, 2, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 7, 8</p>
4.2 Compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.	<ul style="list-style-type: none"> <li>• Evaluate the quality and effectiveness of student performance by applying specific criteria appropriate for the style of music and offer constructive suggestions for improvement.</li> </ul>	Musical word painting Expressive techniques Composer intent Medium choice	 4,11	<p><b>Grades 9-10</b> CC.R. 2, 6, 8, 9, CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p> <p><b>Grades 11-12</b> CC.R. 2, 6, 8, 9, CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p>
4.3 Refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.	<ul style="list-style-type: none"> <li>• Develop criteria for evaluation the quality and effectiveness of music performance.</li> </ul>	Melodic Contrast Harmonic development Appropriate orchestration Lyrical continuity	4	<p><b>Grades 9-10</b> CC.R. 1, 4, 5, 6, 8 CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 6, 8</p> <p><b>Grades 11-12</b> CC.R. 1, 4, 5, 6, 8 CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 4, 5, 6, 8</p>




# Montana Instructional Alignment HPS Critical Competencies

## Music Grades 9-12

**Content Standard 4 - Students analyze characteristics and merits of their work and the work of others.**

**Guiding Philosophies – Upon mastery of the Critical Competencies students**

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
4.4 analyze various interpretations as a means for understanding/evaluating works of art.	<ul style="list-style-type: none"> <li>• Compare musical interpretations to discover how characteristics of each are alike and different.</li> </ul>	Expressive techniques Performers intent Medium choice Composer intent	 <b>2,4,5</b>	<p><b>Grades 9-10</b> CC.R. 1, 2, 4, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 5, 6, 7, 8, 9</p> <p><b>Grades 11-12</b> CC.R. 1, 2, 4, 6, 8, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 5, 6, 7, 8, 9</p>

# Montana Instructional Alignment

## HPS Critical Competencies




### Music

### Grades 9-12

**Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.**

#### Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.1 Identify and describe the role of artists in cultures and societies.	<ul style="list-style-type: none"> <li>• Identify the various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.</li> </ul>	Performance settings Musical/Cultural appreciation Musical icons Iconic works of art	 2,5,9	<p><b>Grades 9-10</b> CC. R. 3, 4, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p> <p><b>Grades 11-12</b> CC. R. 3, 4, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p>
5.2 Identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created	<ul style="list-style-type: none"> <li>• Classify music by genre or style and by historical period or culture and explain the reasoning behind the classification.</li> </ul>	Musical/Event attachment Musical eras Historical interpretations	 2,4,5,6,8,9	<p><b>Grades 9-10</b> CC.R. 1, 3, 4, 6, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p> <p><b>Grades 11-12</b> CC.R. 1, 3, 4, 6, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p>
5.3 Identify intentions of those creating art works, explore the implications of various purposes, and justify analysis.	<ul style="list-style-type: none"> <li>• Identify and describe the roles of musicians in various music settings and cultures, and the functions which their music serves in society.</li> </ul>	Composer intent Musical icons Historical composer roles Cultural settings	 2,4,5	<p><b>Grades 9-10</b> CC.R. 1, 2, 3, 4, 5, 6, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p> <p><b>Grades 11-12</b> CC.R. 1, 2, 3, 4, 5, 6, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p>

# Montana Instructional Alignment

## HPS Critical Competencies




### Music

#### Grades 9-12

**Content Standard 5 - Students understand the role of the Arts in society, diverse cultures, and historical periods.**

#### Guiding Philosophies – Upon mastery of the Critical Competencies students

- will be able to read notation using the established elements of music (rhythm, pitch, form, harmony, timbre) and expressive qualities.
- will engage in music enrichment opportunities that include: performance, listening skills, cross-curricular activities, guest artists, multi-cultural music, and music technology.

State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
5.4 Analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.	<ul style="list-style-type: none"> <li>• Distinguish characteristics or representative music genres and styles of world and historical music through study of literature and performance.</li> </ul>	Context	 1,2,4,5,6	<p><b>Grades 9-10</b> CC.R. 1, 2, 3, 6, 7, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p> <p><b>Grades 11-12</b> CC.R. 1, 2, 3, 6, 7, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9</p>
5.5 Demonstrate appropriate audience behavior for the context and style of art presented.	<ul style="list-style-type: none"> <li>• Demonstrate audience behavior appropriate to venue and style of performance.</li> </ul>	Jazz setting Classical settings Popular settings Performance Audience participation	 2	<p><b>Grades 9-10</b> CC.R. 6</p> <p><b>Grades 11-12</b> CC.R. 6</p>
5.6 Investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.	<ul style="list-style-type: none"> <li>• Attend performances by a variety of musical groups and analyze and discuss the significance and musical value of compositions.</li> </ul>	Storytelling Local musical history Musical anthropology	 2,4,5,8,9	<p><b>Grades 9-10</b> CC.R. 1, 4, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 7, 8, 9</p> <p><b>Grades 11-12</b> CC.R. 1, 4, 9 CC.W. 1a, 1b, 1c, 1d, 1e, 7, 8, 9</p>

# Montana Instructional Alignment

## HPS Critical Competencies





### Music

#### Grades 9-12

**Content Standard 6 - Students make connections among the Arts, other subject areas, life, and work.**

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State Established Benchmark At the end of 12th grade, a proficient student will:	OPI Essential Learning Expectation (ELE) (HPS Critical Competencies)	Vocabulary (for instructional purposes)	Technology Profile	Common Core Alignment
6.1 Explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.	<ul style="list-style-type: none"> <li>• Be exposed to and participate in interdisciplinary activities through collaborative lessons or units.</li> </ul>	Interdisciplinary Methodology	 4	<b>CC.R. 1, 2, 3, 5, 6, 8, 9</b> CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 4, 5 <b>Grades 11-12</b> CC.W. 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 4, 5
6.2 Connect and analyze interrelated elements of the Arts and other subject areas	<ul style="list-style-type: none"> <li>• Compare characteristics of music with other content areas in a particular historical period or style.</li> </ul>	Form Collaborative performance Performance style Interpretations	 2,4,5,9	<b>CC.R. 1, 4, 6, 8, 9</b> CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 7, 8, 9 <b>Grades 11-12</b> CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 6, 7, 8, 9
6.3 Experience the elements of art careers in a professional setting.	<ul style="list-style-type: none"> <li>• Experience careers in music beyond classroom performance opportunities.</li> </ul>	Teacher Engineer Composer Conductor Performers	 1,3,6,9	<b>CC.R.</b> CC.W. 1a, 1b, 1c, 1d, 1e, CC.W. 7, 8, 9, 10 <b>Grades 11-12</b> CC.W. 1a, 1b, 1c, 1d, 1e, CC.W. 7, 8, 9, 10
6.4 Analyze how works of art reflect the environment in which they are created.	<ul style="list-style-type: none"> <li>• Use research to explore the background of musical compositions.</li> </ul>	Historical context Historical content	 2,4,6,8	<b>CC.R. 1, 6, 8, 9</b> CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9 <b>Grades 11-12</b> CC.W. 1a, 1b, 1c, 1d, 1e, 4, 5, 7, 8, 9

