

# Music Technology: HS Level III

## CREATING HSIII.CR

### Imagine

- 1 Generate and conceptualize artistic ideas and work. HSIII.CR.1
    - 1 Modify their own rhythmic, melodic, and harmonic ideas. HSIII.CR.1.1
- 

### Plan and Make

- 2 Choose and demonstrate favorite musical ideas. HSIII.CR.2
    - 2 Create and organize rhythmic, melodic, and harmonic ideas to modify their own compositions. HSIII.CR.2.2
- 

### Evaluate and Refine

- 3 Refine and complete artistic work. HSIII.CR.3
    - 3 Apply teacher-provided, personal, or professional criteria to evaluate their music and develop a plan to refine their work. HSIII.CR.3.3
- 

### Present

3. Refine and complete artistic work. HSIII.CR.3
    - 4 Present a final version of their creation for a specific purpose. HSIII.CR.3.4
- 

## PERFORMING HSIII.PR

### Select

- 4 Select, analyze, and interpret artistic work for presentation. HSIII.PR.4
    - 5 Select appropriate musical repertoire based on their interests, technical abilities, and the performance context of the pieces. HSIII.PR.4.5
- 

### Analyze

- 4 Select, analyze, and interpret artistic work for presentation. HSIII.PR.4
    - 6 Critique how contextual, theoretical, and structural aspects of the music inform performances. HSIII.PR.4.6
- 

### interpret

- 4 Select, analyze, and interpret artistic work for presentation. HSIII.PR.4
  - 7 Demonstrate how style, genre, and context influence performances and the performer's ability to connect with audiences. HSIII.PR.4.7

---

## Rehearse, Evaluate, and Refine

- 5 Develop and refine artistic techniques and work for presentation. [HSIII.PR.5](#)
- 8 Apply teacher-provided, personal, or professional criteria to evaluate a performance and develop a plan to refine their technical skill and expressive intent. [HSIII.PR.5.8](#)

---

## Present

- 6 Convey meaning through the presentation of artistic work. [HSIII.PR.6](#)
- 9 Perform a varied repertoire of music alone or with others and evaluate the performance based on personal, peer, teacher, or professional criteria. [HSIII.PR.6.9](#)

---

## RESPONDING [HSIII.RE](#)

### Select

- 7 Perceive and analyze artistic work. [HSIII.RE.7](#)
- 10 Select model compositions and analyze how the pieces are representative of specific forms. [HSIII.RE.7.10](#)

---

### Analyze

- 7 Perceive and analyze artistic work. [HSIII.RE.7](#)
- 11 Compare and contrast how elements of music are manipulated to convey expressive intent in model and personal creations. [HSIII.RE.7.11](#)

---

### Interpret

- 8 Interpret intent and meaning in artistic work. [HSIII.RE.8](#)
- 12 Compare and contrast the use of musical elements in their own creations and model pieces of music. [HSIII.RE.8.12](#)

---

### Evaluate

- 9 Apply criteria to evaluate artistic work. [HSIII.RE.9](#)
- 13 Select model pieces or performances and evaluate how they are representative of specific forms, styles, and historical time periods. [HSIII.RE.9.12](#)

---

## CONNECTING [HSIII.CN](#)

### Connect

- 10 Synthesize and relate knowledge and personal experiences to make art. [HSIII.CN.10](#)
- 14 Demonstrate how their own interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music. [HSIII.CN.10.14](#)

---

**Connect**

- 11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. [HSIII.CN.11](#)
- 15 Examine the use of art within society and explain its role across cultures. [HSIII.CN.11.15](#)
- 16 Demonstrate performer and audience behaviors appropriate for Grades 9-12 students for a variety of venues and contexts. [HSIII.CN.11.16](#)