

9th Grade-12th Grade		
Strand	Code	Benchmark
Create	3.9.2.2.1	<i>Improvise, arrange, or modify phrases that demonstrate understanding of musical elements.</i>
Create	3.9.2.3.1	Select multiple <i>musical ideas</i> , original or existing, to <i>create</i> drafts of music using notation or technology, where appropriate.**
Create	3.9.2.4.1	<i>Revise or arrange a composition</i> to become a completed <i>musical work</i> using current technology (as available) to preserve the <i>composition</i> .**
Perform	3.9.3.5.1	Utilize multiple rehearsal strategies to <i>refine performance</i> , using technology where appropriate.
Perform	3.9.3.6.1	<i>Perform</i> contrasting <i>musical selections</i> for an audience, conveying meaning through <i>interpretation</i> of the musical elements and expressive qualities . For example: audience being a classmate, friend, online platform, or a large group
Respond	3.9.4.7.1	<i>Interpret</i> musical elements and <i>cultural or historical contexts</i> embedded within a <i>musical selection</i> to express possible meanings of the composer or performer.
Respond	3.9.4.8.1	Evaluate music <i>performances</i> using commonly accepted standards, to demonstrate an understanding of musical elements . For example: MSHSL adjudication forms; <i>student generated criteria</i> ; <i>rubric</i> ; rating scale.
Connect	3.9.5.9.1	Synthesize knowledge and personal experiences when <i>responding to, creating, or performing musical work</i> .
Connect	3.9.5.10.1	Demonstrate an understanding of how <i>musical selections</i> are influenced by or impact <i>personal, societal, cultural, or historical contexts</i> .