

| Music - Harmonizing Instruments Strand | | | | | | |
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| CREATING | Anchor Standard 1: 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(s): How do musicians generate creative ideas? | | | | | |
| | Novice | Intermediate | HS Proficient | HS Accomplished | HS Advanced | |
| Imagine | MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two- phrase) and chordal accompaniments for given melodies. | MU:Cr1.1.H.8a Generate melodic, rhythmic, and harmonic ideas for melodies (<i>created over specified chord progressions or AB/ABA forms</i>) and two-to-three-chord accompaniments for given melodies. | MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for improvisations , compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). | MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies . | MU:Cr1.1.H.11a Generate melodic, rhythmic, and harmonic ideas for a <i>collection of compositions</i> (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies . | Imagine |
| CREATING | Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions? | | | | | |
| | Novice | Intermediate | HS Proficient | HS Accomplished | HS Advanced | |
| Plan and Make | MU:Cr2.1.H.5a Select, develop, and use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two- phrase) and chordal accompaniments for given melodies. | MU:Cr2.1.H.8a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (<i>created over specified chord progressions or AB/ABA forms</i>) and two-to-three-chord accompaniments for given melodies. | MU:Cr2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations , compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). | MU:Cr2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies . | MU:Cr2.1.H.11a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies . | Plan and Make |
| CREATING | Anchor Standard 3: 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(s): How do musicians improve the quality of their creative work? | | | | | |
| | Novice | Intermediate | HS Proficient | HS Accomplished | HS Advanced | |
| Evaluate and Refine | MU:Cr3.1.H.5a Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two- phrase) and chordal accompaniments for given melodies. | MU:Cr3.1.H.8a Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (<i>created over specified chord progressions or AB/ABA forms</i>) and two-to-three-chord accompaniments for given melodies. | MU:Cr3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of improvisations , compositions (forms such as theme and variation or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). | MU:Cr3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies . | MU:Cr3.1.H.11a Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of forms and styles), improvisations in a variety of styles , and stylistically appropriate harmonizations for given melodies . | Evaluate and Refine |
| | Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share? | | | | | |
| | Novice | Intermediate | HS Proficient | HS Accomplished | HS Advanced | |
| Present | MU:Cr3.2.H.5a Share final versions of simple melodies (such as two- phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas . | MU:Cr3.2.H.8a Share final versions of melodies (<i>created over specified chord progressions or AB/ABA forms</i>) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas . | MU:Cr3.2.H.1a Perform final versions of improvisations , compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas . | MU:Cr3.2.H.1a Perform final versions of compositions (forms such as rounded binary or rondo), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies , demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas . | MU:Cr3.2.H.11a Perform final versions of a <i>collection of compositions</i> (representing a variety of forms and styles), improvisations in several different styles , and stylistically appropriate harmonizations for given melodies , demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas . | Present |

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| PERFORMING | Anchor Standard 4: 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(s): How do performers select repertoire? | | | | | |
| | Novice | Intermediate | HS Proficient | HS Accomplished | HS Advanced | |
| Select | MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill , as well as the context of the performances . | MU:Pr4.1.H.8a Describe and demonstrate how a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill (<i>citing technical challenges that need to be addressed</i>), as well as the context of the performances . | MU:Pr4.1.H.1a <i>Explain the criteria used</i> when selecting a varied repertoire of music for <i>individual or small group performances</i> that include melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> . | MU:Pr4.1.H.1a <i>Develop and apply criteria for</i> selecting a varied repertoire of music for individual and small group performances that include melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of styles</i> . | MU:Pr4.1.H.11a Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies , repertoire pieces, <i>stylistically appropriate accompaniments</i> , and improvisations <i>in a variety of contrasting styles</i> . | Select |
| | Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance? | | | | | |
| | Novice | Intermediate | HS Proficient | HS Accomplished | HS Advanced | |
| Analyze | MU:Pr4.2.H.5a Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments selected for performance , including at least some based on reading standard notation . | MU:Pr4.2.H.8a Identify prominent melodic, harmonic, and structural characteristics and context (<i>social, cultural, or historical</i>) in a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments selected for performance , including at least some based on reading standard notation . | MU:Pr4.2.H.1a Identify <i>and describe important theoretical and structural characteristics and context (social, cultural, or historical)</i> in a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> . | MU:Pr4.2.H.1a Identify and describe important theoretical and structural characteristics and context (social , cultural , and historical) in a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of styles</i> . | MU:Pr4.2.H.11a Identify and describe important theoretical and structural characteristics and context (social , cultural , and historical) in a varied repertoire of music selected for performance programs that includes melodies , repertoire pieces, <i>stylistically appropriate accompaniments</i> , and improvisations <i>in a variety of contrasting styles</i> . | Analyze |
| | Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works? | | | | | |
| | Novice | Intermediate | HS Proficient | HS Accomplished | HS Advanced | |
| Interpret | MU:Pr4.3.H.5a Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, and chordal accompaniments. | MU:Pr4.3.H.8a Demonstrate and describe in interpretations an understanding of the context (<i>social, cultural, or historical</i>) and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, and chordal accompaniments. | MU:Pr4.3.H.1a Describe in interpretations the context (social , cultural , or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> . | MU:Pr4.3.H.1a <i>Explain</i> in interpretations the context (social , cultural , and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of styles</i> . | MU:Pr4.3.H.11a Explain and <i>present</i> interpretations that demonstrate and describe the context (social , cultural , and historical) and <i>an understanding of the creator’s intent in repertoire for varied programs of music</i> that include melodies , repertoire pieces, <i>stylistically appropriate</i> accompaniments, and improvisations <i>in a variety of contrasting styles</i> . | Interpret |

| PERFORMING | Anchor Standard 5: 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(s): How do musicians improve the quality of their performance? | | | | |
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| | Novice | Intermediate | HS Proficient | HS Accomplished | HS Advanced |
| Rehearse, Evaluate and Refine | MU:Pr5.1.H.5a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances. | MU:Pr5.1.H.8a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments selected for performance, and <i>identify</i> practice strategies to address performance challenges and refine the performances. | MU:Pr5.1.H.1a Develop and apply criteria to critique individual <i>and small group performances</i> of a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> , and <i>create rehearsal strategies</i> to address performance challenges and refine the performances. | MU:Pr5.1.H.1a Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments in a <i>variety of styles</i> , and create rehearsal strategies to address performance challenges and refine the performances. | MU:Pr5.1.H.1aa Develop and apply criteria , including <i>feedback from multiple sources</i> , to critique varied programs of music repertoire (melodies , repertoire pieces, <i>stylistically appropriate</i> accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances. |
| PERFORMING | Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. Essential Question(s): 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 |
| Present | MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context . | MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments, demonstrating <i>sensitivity</i> to the audience and an <i>understanding of the context (social, cultural, or historical)</i> . | MU:Pr6.1.H.1a Perform with expression and technical accuracy , in individual and <i>small group performance s</i> , a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> , demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical) . | MU:Pr6.1.H.1a Perform with expression and technical accuracy , in individual and small group performances , a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments in a <i>variety of styles</i> , demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical) . | MU:Pr6.1.H.1aa Perform with expression and technical accuracy , in individual and small group performances , a varied repertoire for programs of music that includes melodies , repertoire pieces, <i>stylistically appropriate</i> accompaniments, and improvisations in a variety of contrasting styles , demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical) . |

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| RESPONDING | Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience? | | | | | |
| | Novice | | Intermediate | HS Proficient | HS Accomplished | HS Advanced |
| Select | MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context . | MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments, demonstrating <i>sensitivity</i> to the audience and an <i>understanding of the context (social, cultural, or historical)</i> . | MU:Pr6.1.H.1a Perform with expression and technical accuracy , in individual and <i>small group performance s</i> , a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments in <i>a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> , demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical). | MU:Pr6.1.H.1Ia Perform with expression and technical accuracy , in individual and small group performances , a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments in a <i>variety of styles</i> , demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical). | MU:Pr6.1.H.1IIa Perform with expression and technical accuracy , in individual and small group performances , a varied repertoire for <i>programs</i> of music that includes melodies , repertoire pieces, <i>stylistically appropriate</i> accompaniments, and improvisations in a variety of contrasting styles , demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical). | Select |
| | Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Essential Question(s): How do individuals choose music to experience? | | | | | |
| | Novice | | Intermediate | HS Proficient | HS Accomplished | HS Advanced |
| Analyze | MU:Re7.2.H.5a Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response. | MU:Re7.2.H.8a <i>Describe</i> how <i>the way that the elements of music are manipulated</i> and knowledge of the context (social and cultural) inform the response. | MU:Re7.2.H.1a <i>Compare passages in musical selections</i> and explain how the elements of music and context (social, cultural, or <i>historical</i>) inform the response. | MU:Re7.2.H.1Ia <i>Explain</i> how the analysis of the structures and context (social, cultural, and historical) of <i>contrasting</i> musical selections inform the response. | MU:Re7.2.H.1IIa <i>Demonstrate and justify</i> how the structural characteristics function within a <i>variety of</i> musical selections, and distinguish how context (social, cultural, and historical) and <i>creative decisions</i> inform the response. | Analyze |
| RESPONDING | Anchor Standard 8: Interpret intent and meaning in artistic work. Essential Question(s): How do we discern the musical creators’ and performers’ expressive intent? | | | | | |
| | Novice | | Intermediate | HS Proficient | HS Accomplished | HS Advanced |
| Interpret | MU:Re8.1.H.5a Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text . | MU:Re8.1.H.8a Identify <i>and support</i> interpretations of the expressive intent and meaning of musical selections, <i>citing as evidence the treatment</i> of the elements of music, context , and (when appropriate) the setting of the text . | MU:Re8.1.H.1a <i>Explain</i> and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text , <i>and outside sources</i> . | MU:Re8.1.H.1Ia Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text , and <i>varied researched sources</i> . | MU:Re8.1.H.1IIa <i>Establish and justify</i> interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, <i>including reference to examples from other art forms</i> . | Interpret |
| RESPONDING | Anchor Standard 9: 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(s): How do we judge the quality of musical work(s) and performance(s)? | | | | | |
| | Novice | | Intermediate | HS Proficient | HS Accomplished | HS Advanced |
| Evaluate | MU:Re9.1.H.5a Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music. | MU:Re9.1.H.8a <i>Explain the influence</i> of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a <i>varied repertoire of music</i> . | MU:Re9.1.H.1a <i>Develop and apply teacher-provided and established criteria</i> based on <i>personal preference, analysis</i> , and context (personal, social, and cultural) to evaluate <i>individual and small group musical selections for listening</i> . | MU:Re9.1.H.1Ia Apply personally-developed and established criteria based on <i>research</i> , personal preference, analysis , interpretation , expressive intent , and musical qualitie s to evaluate <i>contrasting</i> individual and small group musical selections for listening. | MU:Re9.1.H.1IIa <i>Develop and justify</i> evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria , <i>personal decision making, and knowledge and understanding of context</i> . | Evaluate |

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| CONNECTING | Anchor Standard 10: 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(s): How do musicians make meaningful connections to creating, performing, and responding? | | | | | |
| | Novice | Intermediate | HS Proficient | HS Accomplished | HS Advanced | |
| | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | |
| CONNECTING | Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? | | | | | |
| | Novice | Intermediate | HS Proficient | HS Accomplished | HS Advanced | |
| | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. | |