Discipline: Music – Harmonizing Instruments Strand

Anchor Standard: Generate and conceptualize artistic ideas and work.

Process Component: Imagine

Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

Artistic Process: Creating

Essential Question: How do musicians generate creative ideas?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cr1.1.H.5	MU:Cr1.1.H.8	MU:Cr1.1.H.I	MU:Cr1.1.H.II	MU:Cr1.1.H.II
Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.	Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-ormore-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	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.	Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

Discipline: Music – Harmonizing Instruments Strand

Anchor Standard: Organize and develop artistic ideas and work

Process Component: Plan and Make

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
MU:Cr2.1.H.5	MU:Cr2.1.H.8	MU:Cr2.1.H.I	MU:Cr2.1.H.II	MU:Cr2.1.H.II
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.	Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.	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-ormore-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	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.	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.

Artistic Process: Creating

Discipline: Music – Harmonizing Instruments Strand

Anchor Standard: Refine and complete artistic work.

Process Component: Evaluate and Refine

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate

Artistic Process: Creating

criteria.

Essential Question(s): How do musicians improve the quality of their creative work?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cr3.1.H.5	MU:Cr3.1.H.8	MU:Cr3.1.H.I	MU:Cr3.1.H.II	MU:Cr3.1.H.II
Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.	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-ormore-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	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.	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.

Discipline: Music – Harmonizing Instruments Strand

Anchor Standard: Refine and complete artistic work.

Process Component: Present

Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication.

Artistic Process: Creating

Essential Question(s): When is creative work ready to share?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cr3.2.H.5	MU:Cr3.2.H.8	MU:Cr3.2.H.I	MU:Cr3.2.H.II	MU:Cr3.2.H.II
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.	Share final versions of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.	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.	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.	Perform final versions of a collection of compositions (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.

Discipline: Music – Harmonizing Instruments Strand

Artistic Process: Performing

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Process Component: Select

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own abilities, 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
MU:Pr4.1.H.5	MU:Pr4.1.H.8	MU:Pr4.1.H.I	MU:Pr4.1.H.II	MU:Pr4.1.H.III
Describe and demonstrate	Describe and demonstrate	Explain the criteria used	Develop and apply	Develop and apply criteria
how a varied repertoire	how a varied repertoire of	when selecting a varied	criteria for selecting a	for selecting a varied
of music that includes	music that includes	repertoire of music for	varied repertoire of	repertoire for a program of
melodies, repertoire	melodies, repertoire pieces,	individual or small group	music for individual and	music for individual and
pieces, and chordal	and chordal	<i>performances</i> that include	small group	small group performances
accompaniments is	accompaniments is	melodies, repertoire pieces,	performances that	that include melodies,
selected, based on	selected, based on personal	<i>improvisations</i> , and chordal	include melodies,	repertoire pieces, stylistically
personal interest, music	interest, music reading	accompaniments in a	repertoire pieces,	appropriate
reading skills, and	skills, and technical skill	variety of patterns (such as	improvisations, and	accompaniments, and
technical skill, as well as	(citing technical challenges	arpeggio, country and	chordal accompaniments	improvisations in a variety
the context of the	that need to be addressed),	gallop strumming, finger	in a variety of styles .	of contrasting styles.
performances.	as well as the context of the	picking patterns).		
	performances.			

Discipline: Music – Harmonizing Instruments Strand

Artistic Process: Performing

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Process Component: Analyze

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
MU:Pr4.2.H.5	MU:Pr4.2.H.8	MU:Pr4.2.H.I	MU:Pr4.2.H.II	MU:Pr4.2.H.III
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.	Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) 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.	Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	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 in a variety of styles.	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, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Discipline: Music – Harmonizing Instruments Strand

Artistic Process: Performing

Anchor Standard: Select, analyze and interpret artistic work for presentation.

Process Component: Interpret

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and intent.

Essential Question(s): How do performers interpret musical works?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Pr4.3.H.5	MU:Pr4.3.H.8	MU:PR4.3.H.I	MU:PR4.3.H.II	MU:PR4.3.H.II
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.	Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.	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 in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	Explain 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 in a variety of styles.	Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

Discipline: Music – Harmonizing Instruments Strand

Artistic Process: Performing

Anchor Standard: Develop and refine artistic techniques and work for presentation.

Process Component: Rehearse, Evaluate and Refine

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?

Novice MU:Pr5.1.H.5	Intermediate MU:Pr5.1.H.8	HS Proficient MU:Pr5.1.H.I	HS Accomplished MU:Pr5.1.H.II	HS Advanced MU:Pr5.1.H.III
Apply teacher-provided	Apply teacher-provided	Develop and apply criteria	Develop and apply criteria	Develop and apply
criteria to critique	criteria to critique	to critique individual and	to critique individual and	criteria, including
individual performances	individual performances	small group performances	small group performances	feedback from multiple
of a varied repertoire of	sources, to critique varied			
music that includes	music that includes	music that includes	music that includes	<i>programs</i> of music
melodies, repertoire pieces,	melodies, repertoire pieces,	melodies, repertoire pieces,	melodies, repertoire pieces,	repertoire (melodies,
and chordal	and chordal	improvisations, and	improvisations, and	repertoire pieces,
accompaniments selected	accompaniments selected	chordal accompaniments in	chordal accompaniments in	stylistically appropriate
for performance, and apply	for performance, and	a variety of patterns (such	a variety of styles, and	accompaniments,
practice strategies to	identify practice strategies	as arpeggio, country and	create rehearsal strategies	improvisations in a
address performance	to address performance	gallop strumming, finger	to address performance	variety of contrasting
challenges and refine the	challenges and refine the	picking patterns), and	challenges and refine the	styles) selected for
performances.	performances.	create rehearsal strategies	performances.	individual and small group
		to address performance		performance, and create
		challenges and refine the		rehearsal strategies to
		performances.		address performance
				challenges and refine the
				performances.

Discipline: Music – Harmonizing Instruments Strand Artistic Process: Performing

Anchor Standard: Convey meaning through the presentation of artistic work

Process Component: Present

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures.

The context and how a work is presented influence the audience response.

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
MU:Pr6.1.H.5	MU:Pr6.1.H.8	MU:Pr6.1.H.I	MU:Pr6.1.H.II	MU:Pr6.1.H.III
Perform with expression	Perform with expression	Perform with expression	Perform with expression	Perform with expression
-	_	-	-	-
and technical accuracy in	and technical accuracy in	and technical accuracy, in	and technical accuracy, in	and technical accuracy, in
individual performances	individual performances	individual and small group	individual and small group	individual and small group
of a varied repertoire of	of a varied repertoire of	<i>performances</i> , a varied	performances, a varied	performances , a varied
music that includes	music that includes	repertoire of music that	repertoire of music that	repertoire for <i>programs</i> of
melodies, repertoire pieces,	melodies, repertoire pieces,	includes melodies,	includes melodies,	music that includes
and chordal	and chordal	repertoire pieces,	repertoire pieces,	melodies, repertoire pieces,
accompaniments,	accompaniments,	improvisations, and	improvisations, and	stylistically appropriate
demonstrating	demonstrating sensitivity to	chordal accompaniments in	chordal accompaniments in	accompaniments, and
understanding of the	the audience and an	a variety of patterns (such	a variety of <mark>styles</mark> ,	improvisations in a
audience and the context .	understanding of the	as arpeggio, country and	demonstrating sensitivity to	variety of contrasting
	context (social, cultural,	gallop strumming, finger	the audience and an	styles, demonstrating
	or historical).	picking patterns),	understanding of the	sensitivity to the audience
		demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).	context (social, cultural, and historical).	and an understanding of the context (social, cultural, and historical).

Discipline: Music – Harmonizing Instruments Strand

Anchor Standard: Perceive and analyze artistic work.

Process Component: 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
MU:Re7.1.H.5	MU:Re7.1.H.8	MU:Re7.1.H.I	MU:Re7.1.H.II	MU:Re7.1.H.III
Demonstrate and describe	Explain reasons for selecting	Apply criteria to select music	Apply criteria to select music	Select, describe, and compare
reasons for selecting music,	music citing characteristics	for specified purposes,	for a variety of purposes,	a variety of individual and
based on characteristics found	found in the music and	supporting choices by citing	justifying choices citing	small group musical
in the music and connections	connections to interest,	characteristics found in the	knowledge of the music and	programs from <i>varied</i>
to interest, purpose , or	purpose, and context.	music and connections to	the specified purpose and	cultures, genres, and
personal experience.		interest, purpose, and	context.	historical periods.
		context.		

Artistic Process: Responding

Artistic Process: Responding

Discipline: Music – Composition and Theory Strand **Anchor Standard**: Perceive and analyze artistic work.

Process Component: Analyze

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the

elements of music.

Essential Question(s): How does understanding the structure and context of music inform a response?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Re7.2.H.5	MU:Re7.2.H.8	MU:Re7.2.H.I	MU:Re7.2.H.II	MU:Re7.2.H.III
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.	Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.	Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.	Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.	Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.

Discipline: Music – Harmonizing Instruments Strand

Anchor Standard: Interpret intent and meaning in artistic work

Process Component: Interpret

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Artistic Process: Responding

Essential Question(s): How do we discern musical creators' and performers' expressive intent?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Re8.1.H.5	MU:Re8.1.H.8	MU:Re8.1.H.I	MU:Re8.1.H.II	MU:Re8.1.H.III
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.	Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.	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 outside sources.	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 varied researched sources.	Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.

Discipline: Music – Harmonizing Instruments Strand

Artistic Process: Responding

Anchor Standard: Apply criteria to evaluate artistic work.

Process Component: Evaluate

Enduring Understanding: The personal evaluation of musical works and performances 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
MU:Re9.1.H.5	MU:Re9.1.H.8	MU:Re9.1.H.I	MU:Re9.1.H.II	MU:Re9.1.H.III
Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.	Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.	Develop and apply teacher- provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.	Apply personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.	Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally- developed and established criteria, personal decision making, and knowledge and understanding of context.

Discipline: Music – Composition and Theory Strand

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Process Component:

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Artistic Process: Connecting

Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cn10.1.H.5	MU:Cn10.1.H.8	MU:Cn10.1.H.I	MU:CN10.1.H.II	MU:Cn10.1.H.III
MU:Cn10.0.H.5a	MU:Cn10.0.H.8a	MU:Cn10.0.H.la	MU:Cn10.0.H.lla	MU:Cn10.0.H.IIIa
Demonstrate how interests,	Demonstrate how interests,	Demonstrate how interests,	Demonstrate how interests,	Demonstrate how interests,
knowledge and skills relate to	knowledge and skills relate to	knowledge and skills relate to	knowledge and skills relate to	knowledge and skills relate to
personal choices and intent	personal choices and intent	personal choices and intent	personal choices and intent	personal choices and intent
•	'	'	•	'
when creating, performing,	when creating, performing,	when creating, performing,	when creating, performing,	when creating, performing,
and responding to music.	and responding to music.	and responding to music.	and responding to music.	and responding to music.
MU:Cr3.2.H.5a Share final versions	MU:Cr3.2.H.8a Share final versions	MU:Cr3.2.H.la Perform final	MU:Cr3.2.H.IIa Perform final	MU:Cr3.2.H.IIIa Perform final
of simple melodies (such as two-phrase)	of melodies (created over specified	versions of improvisations,	versions of compositions (forms such	versions of a collection of compositions
and chordal accompaniments for given	chord progressions or AB/ABA forms)	compositions (forms such as theme	as rounded binary or rondo),	(representing a variety of forms and
melodies, demonstrating an	and two-to-three-chord accompaniments	and variation or 12-bar blues) and three-	improvisations, accompaniment patterns	styles), improvisations in several
understanding of how to develop and	for given melodies, demonstrating an	or-more-chord accompaniments in a	in a variety of styles, and	different styles, and stylistically
organize personal musical ideas.	understanding of how to develop and	variety of patterns (such as arpeggio,	harmonizations for given melodies,	appropriate harmonizations for given
MILD AAILS	organize personal musical ideas.	country and gallop strumming, finger	demonstrating technical skills in	melodies, demonstrating technical skills
MU:Pr4.1.H.5a Describe and	MILD 4 4 II Oo D	picking patterns), demonstrating	applying principles of composition/improvisation and originality	in applying principles of composition/improvisation and originality
demonstrate how a varied repertoire of	MU:Pr4.1.H.8a Describe and	technical skills in applying principles of composition/improvisation and originality	in developing and organizing musical	in developing and organizing musical
music that includes melodies , repertoire	demonstrate how a varied repertoire of	in developing and organizing musical	ideas.	ideas.
pieces, and chordal accompaniments is selected, based on personal interest,	music that includes melodies , repertoire pieces, and chordal accompaniments is	ideas.	MU:Pr4.1.H.IIa Develop and apply	ideas.
music reading skills, and technical skills,	selected, based on personal interest,		criteria for selecting a varied repertoire	MU:Pr4.1.H.IIIa Develop and apply
as well as the context of the	music reading skills, and technical skills	MU:Pr4.1.H.la Explain the criteria	of music, based on personal interest and	criteria for selecting a varied repertoire
performances.	(citing technical challenges that need to	used when selecting a varied repertoire	technical skills for individual and small	of music for a program of music, based
	be addressed), as well as the context of	of music, based on personal interest and	group performances that include	on personal interest and technical skills,
MU:Re7.1.H.5a Demonstrate and	the performances.	technical skills for individual or small	melodies, repertoire pieces,	for individual and small group
describe reasons for choosing musical		group performances that include	improvisations, and chordal	performances that include melodies,
selections, based on characteristics found	MU:Re7.1.H.8a Cite reasons for how	melodies, repertoire pieces,	accompaniments in a variety of styles.	repertoire pieces, stylistically appropriate
in the music and connections to interest,	the musical selections use the elements	improvisations, and chordal		accompaniments, and improvisations in
purpose, or experiences.	of music and make connections to	accompaniments in a variety of patterns		several different styles.
	specific interests, purposes, and	(such as arpeggio, country and gallop		
	experiences.	strumming, finger picking patterns).		

Copyright © 2014 State Education Agency Directors of Arts Education (SEADAE) on behalf of NCCAS. All rights reserved. | MU:Re7.1.H.Ia Cite reasons for choosing individual and small group musical selections for listening, based on characteristics found in the music, connections to interest, purpose, and context.

Discipline: Music – Composition and Theory Strand

Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Process Component:

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?

Artistic Process: Connecting

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cn11.1.H.5	MU:Cn11.1.H.8	MU:Cn11.1.H.I	MU:CN11.1.H.II	MU:Cn11.1.H.III
MU:Cn11.0.T.5a	MU:Cn11.0.T.8a	MU:Cn11.0.T.la Demonstrate	MU:Cn11.0.T.lla	MU:Cn11.0.T.IIIa
Demonstrate understanding of	Demonstrate understanding of	understanding of relationships	Demonstrate understanding of	Demonstrate understanding of
relationships between music	relationships between music	between music and the other	relationships between music	relationships between music
and the other arts, other	and the other arts, other	arts, other disciplines, varied	and the other arts, other	and the other arts, other
disciplines, varied contexts	disciplines, varied contexts	contexts and daily life.	disciplines, varied contexts	disciplines, varied contexts
and daily life.	and daily life.	MU:Pr4.3.H.la Describe in	and daily life.	and daily life.
MU:Pr4.3.H.5a Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance.	MU:Pr4.3.H.8a Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance.	interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns) selected for performance.	MU:Pr4.3.H.IIa Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles selected for performance.	MU:Pr4.3.H.IIIa Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in varied repertoire for a program of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in several different
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) influence the response. MU:Re9.1.H.5a Identify and describe how interest, experiences and contexts (personal or social) effect the evaluation of music.	MU:Re7.2.H.8a Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) influence the response. MU:Re9.1.H.8a Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.	MU:Re7.2.H.la Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) influence the response. MU:Re9.1.H.la Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.	MU:Re7.2.H.IIa Explain how the analysis of the structures and context (social, cultural, and historical) from contrasting musical selections influence the response. MU:Re9.1.H.IIa Apply personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.	MU:Re7.2.H.IIIa Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions influence the response. MU:Re9.1.H.IIIa Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and

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				understanding of context.