

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.

Essential Question: How do musicians generate creative ideas?

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

Discipline: Music – Harmonizing Instruments Strand			Artistic Process: Creating	
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 MU:Cr2.1.H.5	Intermediate MU:Cr2.1.H.8	HS Proficient MU:Cr2.1.H.I	HS Accomplished MU:Cr2.1.H.II	HS Advanced 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 (<i>created over specified chord progressions or AB/ABA forms</i>) 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-or-more-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 (<i>representing a variety of forms and styles</i>), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies .

Discipline: Music – Harmonizing Instruments Strand			Artistic Process: Creating	
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 criteria.				
Essential Question(s): How do musicians improve the quality of their creative work?				
Novice MU:Cr3.1.H.5	Intermediate MU:Cr3.1.H.8	HS Proficient MU:Cr3.1.H.I	HS Accomplished MU:Cr3.1.H.II	HS Advanced 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 (<i>created over specified chord progressions or AB/ABA forms</i>) and <i>two-to-three-chord</i> 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-or-more-chord accompaniments in a <i>variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).</i>	Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as <i>rounded binary or rondo</i>), 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 (<i>representing a variety of forms and styles</i>), improvisations in a <i>variety of styles</i> , and <i>stylistically appropriate harmonizations</i> 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. Essential Question(s): When is creative work ready to share?			Artistic Process: Creating	
Novice MU:Cr3.2.H.5	Intermediate MU:Cr3.2.H.8	HS Proficient MU:Cr3.2.H.I	HS Accomplished MU:Cr3.2.H.II	HS Advanced 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 (<i>created over specified chord progressions or AB/ABA forms</i>) and <i>two-to-three-chord</i> 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 <i>theme and variation</i> or <i>12-bar blues</i>), and <i>three-or-more-chord</i> accompaniments <i>in a variety of patterns</i> (such as <i>arpeggio</i> , <i>country</i> and <i>gallop strumming</i> , <i>finger picking patterns</i>), 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 <i>rounded binary</i> or <i>rondo</i>), improvisations , accompaniment patterns <i>in a variety of styles</i> , 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 <i>collection of compositions</i> (representing a variety of forms and styles), improvisations <i>in several different styles</i> , and <i>stylistically appropriate harmonizations</i> for given melodies , demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .

<p>Discipline: Music – Harmonizing Instruments Strand</p> <p>Anchor Standard: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Select</p> <p>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.</p> <p>Essential Question(s): How do performers select repertoire?</p>					<p>Artistic Process: Performing</p>				
<p>Novice MU:Pr4.1.H.5</p>		<p>Intermediate MU:Pr4.1.H.8</p>		<p>HS Proficient MU:Pr4.1.H.I</p>		<p>HS Accomplished MU:Pr4.1.H.II</p>		<p>HS Advanced MU:Pr4.1.H.III</p>	
<p>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.</p>		<p>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 (citing technical challenges that need to be addressed), as well as the context of the performances.</p>		<p><i>Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).</i></p>		<p><i>Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, improvisations, and chordal accompaniments in a variety of styles.</i></p>		<p>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 in a variety of contrasting styles.</p>	

<p>Discipline: Music – Harmonizing Instruments Strand</p> <p>Anchor Standard: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Analyze</p> <p>Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>Essential Question(s): How does understanding the structure and context of musical works inform performance?</p>				
<p>Artistic Process: Performing</p>				
Novice MU:Pr4.2.H.5	Intermediate MU:Pr4.2.H.8	HS Proficient MU:Pr4.2.H.I	HS Accomplished MU:Pr4.2.H.II	HS Advanced 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 <i>and describe</i> 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 <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> .	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> .	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 in a variety of contrasting styles .

<p>Discipline: Music – Harmonizing Instruments Strand</p> <p>Anchor Standard: Select, analyze and interpret artistic work for presentation.</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Performers make interpretive decisions based on their understanding of context and intent.</p> <p>Essential Question(s): How do performers interpret musical works?</p>				
<p style="text-align: right;">Artistic Process: Performing</p>				
Novice MU:Pr4.3.H.5	Intermediate MU:Pr4.3.H.8	HS Proficient MU:PR4.3.H.I	HS Accomplished MU:PR4.3.H.II	HS Advanced 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 (<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.	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 <i>variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> .	<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 in a <i>variety of styles</i> .	<i>Explain and present</i> interpretations that demonstrate and describe the context (social, cultural, and historical) and <i>an understanding of the creator's intent</i> in repertoire for varied programs of music that include melodies , repertoire pieces, <i>stylistically appropriate</i> accompaniments, and improvisations in a variety of contrasting styles .

<p>Discipline: Music – Harmonizing Instruments Strand</p> <p>Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>Process Component: Rehearse, Evaluate and Refine</p> <p>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.</p> <p>Essential Question(s): How do musicians improve the quality of their performance?</p>				
<p>Artistic Process: Performing</p>				
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 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.	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.	Develop and apply criteria to critique individual <i>and small group</i> performances 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.	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 <i>in a variety of styles</i> , and create rehearsal strategies to address performance challenges and refine the performances.	Develop and apply criteria , including <i>feedback from multiple sources</i> , to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate 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.

<p>Discipline: Music – Harmonizing Instruments Strand</p> <p>Anchor Standard: Convey meaning through the presentation of artistic work</p> <p>Process Component: Present</p> <p>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.</p> <p>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?</p>				
<p>Novice MU:Pr6.1.H.5</p>	<p>Intermediate MU:Pr6.1.H.8</p>	<p>HS Proficient MU:Pr6.1.H.I</p>	<p>HS Accomplished MU:Pr6.1.H.II</p>	<p>HS Advanced MU:Pr6.1.H.III</p>
<p>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.</p>	<p>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>.</p>	<p>Perform with expression and technical accuracy, in individual and <i>small group performances</i>, a varied repertoire of music that includes melodies, repertoire pieces, <i>improvisations</i>, 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).</p>	<p>Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, <i>improvisations</i>, and chordal accompaniments <i>in a variety of styles</i>, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).</p>	<p>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 <i>improvisations in a variety of contrasting styles</i>, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).</p>

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 MU:Re7.1.H.5	Intermediate MU:Re7.1.H.8	HS Proficient MU:Re7.1.H.I	HS Accomplished MU:Re7.1.H.II	HS Advanced MU:Re7.1.H.III
Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose , or personal experience.	<i>Explain</i> reasons for selecting music <i>citing</i> characteristics found in the music and connections to interest, purpose , and context.	<i>Apply criteria to select music for specified purposes, supporting choices by citing</i> characteristics found in the music and connections to interest, purpose , and context .	Apply criteria to select music for a <i>variety of purposes</i> , <i>justifying choices citing knowledge of the music and the specified purpose</i> and context .	Select, describe, and compare a <i>variety of</i> individual and small group musical programs from <i>varied cultures, genres, and historical periods</i> .
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 MU:Re7.2.H.5	Intermediate MU:Re7.2.H.8	HS Proficient MU:Re7.2.H.I	HS Accomplished MU:Re7.2.H.II	HS Advanced 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.	<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.	<i>Compare passages in musical selections</i> and explain how the elements of music and context (social, cultural, or historical) inform the response.	<i>Explain</i> how the analysis of the structures and context (social, cultural, and historical) of <i>contrasting</i> musical selections inform the response.	<i>Demonstrate and justify</i> how the structural characteristics <i>function</i> within a <i>variety of</i> musical selections, and distinguish how context (social, cultural, and historical) and <i>creative decisions</i> inform the response.

<p>Discipline: Music – Harmonizing Instruments Strand</p> <p>Anchor Standard: Interpret intent and meaning in artistic work</p> <p>Process Component: Interpret</p> <p>Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p> <p>Essential Question(s): How do we discern musical creators’ and performers’ expressive intent?</p>				
<p>Novice MU:Re8.1.H.5</p>	<p>Intermediate MU:Re8.1.H.8</p>	<p>HS Proficient MU:Re8.1.H.I</p>	<p>HS Accomplished MU:Re8.1.H.II</p>	<p>HS Advanced MU:Re8.1.H.III</p>
<p>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.</p>	<p>Identify <i>and support</i> interpretations of the expressive intent and meaning of musical selections, <i>citing as evidence the treatment of the</i> elements of music, context, and (when appropriate) the setting of the text.</p>	<p><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, and <i>outside sources</i>.</p>	<p>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>.</p>	<p><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>.</p>

<p>Discipline: Music – Harmonizing Instruments Strand</p> <p>Anchor Standard: Apply criteria to evaluate artistic work.</p> <p>Process Component: Evaluate</p> <p>Enduring Understanding: The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</p> <p>Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?</p>				
<p>Novice MU:Re9.1.H.5</p>	<p>Intermediate MU:Re9.1.H.8</p>	<p>HS Proficient MU:Re9.1.H.I</p>	<p>HS Accomplished MU:Re9.1.H.II</p>	<p>HS Advanced MU:Re9.1.H.III</p>
<p>Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.</p>	<p><i>Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.</i></p>	<p><i>Develop and apply teacher-provided and established criteria based on <i>personal preference, analysis, and context (personal, social, and cultural)</i> to evaluate <i>individual and small group musical selections for listening.</i></i></p>	<p>Apply personally-developed and established criteria based on <i>research, personal preference, analysis, interpretation, expressive intent, and musical qualities</i> to evaluate <i>contrasting individual and small group musical selections for listening.</i></p>	<p><i>Develop and justify 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></i></p>

<p>Discipline: Music – Composition and Theory Strand</p> <p>Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Process Component:</p> <p>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?</p>				
Novice MU:Cn10.1.H.5	Intermediate MU:Cn10.1.H.8	HS Proficient MU:Cn10.1.H.I	HS Accomplished MU:CN10.1.H.II	HS Advanced MU:Cn10.1.H.III
<p>MU:Cn10.0.H.5a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>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.</p> <p>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 skills, as well as the context of the performances.</p> <p>MU:Re7.1.H.5a Demonstrate and describe reasons for choosing musical selections, based on characteristics found in the music and connections to interest, purpose, or experiences.</p>	<p>MU:Cn10.0.H.8a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>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.</p> <p>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 skills (<i>citing technical challenges that need to be addressed</i>), as well as the context of the performances.</p> <p>MU:Re7.1.H.8a Cite reasons for how the musical selections use the elements of music and make connections to specific interests, purposes, and experiences.</p>	<p>MU:Cn10.0.H.Ia Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr3.2.H.Ia Perform final versions of improvisations, compositions (<i>forms such as theme and variation or 12-bar blues</i>) and three-or-more-chord accompaniments in a variety of patterns (<i>such as arpeggio, country and gallop strumming, finger picking patterns</i>), demonstrating technical skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</p> <p>MU:Pr4.1.H.Ia <i>Explain the criteria</i> used when selecting a varied repertoire of music, based on personal interest and technical skills for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments <i>in a variety of patterns</i> (<i>such as arpeggio, country and gallop strumming, finger picking patterns</i>).</p>	<p>MU:Cn10.0.H.IIa Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr3.2.H.IIa Perform final versions of compositions (<i>forms such as rounded binary or rondo</i>), improvisations, accompaniment patterns <i>in a variety of styles</i>, and harmonizations for given melodies, demonstrating technical skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</p> <p>MU:Pr4.1.H.IIa <i>Develop and apply criteria</i> for selecting a varied repertoire of music, based on personal interest and technical skills for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments <i>in a variety of styles</i>.</p>	<p>MU:Cn10.0.H.IIIa Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cr3.2.H.IIIa Perform final versions of a collection of compositions (<i>representing a variety of forms and styles</i>), improvisations <i>in several different styles</i>, and stylistically appropriate harmonizations for given melodies, demonstrating technical skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</p> <p>MU:Pr4.1.H.IIIa <i>Develop and apply criteria</i> for selecting a varied repertoire of music for a program of music, based on personal interest and technical skills, for individual and small group performances that include melodies, repertoire pieces, <i>stylistically appropriate accompaniments</i>, and improvisations <i>in several different styles</i>.</p>

		MU:Re7.1.H.1a Cite reasons for choosing <i>individual and small group musical selections for listening</i> , based on characteristics found in the music, connections to interest, purpose , and context .		
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<p>Discipline: Music – Composition and Theory Strand</p> <p>Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</p> <p>Process Component:</p> <p>Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.</p> <p>Essential Question(s): How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</p>				
<p>Novice MU:Cn11.1.H.5</p>	<p>Intermediate MU:Cn11.1.H.8</p>	<p>HS Proficient MU:Cn11.1.H.I</p>	<p>HS Accomplished MU:CN11.1.H.II</p>	<p>HS Advanced MU:Cn11.1.H.III</p>
<p>MU:Cn11.0.T.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <p>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.</p> <p>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.</p> <p>MU:Re9.1.H.5a Identify and describe how interest, experiences and contexts (personal or social) effect the evaluation of music.</p>	<p>MU:Cn11.0.T.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <p>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.</p> <p>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.</p> <p>MU:Re9.1.H.8a <i>Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.</i></p>	<p>MU:Cn11.0.T.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <p>MU:Pr4.3.H.Ia Describe in 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 <i>variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> selected for performance.</p> <p>MU:Re7.2.H.Ia Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) influence the response.</p> <p>MU:Re9.1.H.Ia <i>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.</i></p>	<p>MU:Cn11.0.T.IIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <p>MU:Pr4.3.H.IIa <i>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 <i>variety of styles</i> selected for performance.</i></p> <p>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.</p> <p>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.</p>	<p>MU:Cn11.0.T.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.</p> <p>MU:Pr4.3.H.IIIa Explain and <i>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 styles.</i></p> <p>MU:Re7.2.H.IIIa Demonstrate and justify how the structural characteristics function within a <i>variety</i> of musical selections, and distinguish how context (social, cultural, and historical) and <i>creative decisions</i> influence the response.</p> <p>MU:Re9.1.H.IIIa <i>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</i></p>

				<i>understanding of context.</i>
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