## 2015 Arizona Academic Standards in the Arts Music - Harmonizing Instruments

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		<b>Artistic Process - Creating</b>			
Anchor Standard #1 - Generate and conceptualize artistic ideas and work					
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
MU.CR.1.HI.5a	MU.CR.1.HI.8a	MU.CR.1.HI.HS1a	MU.CR.1.HI.HS2a	MU.CR.1.HI.HS3a	
a. Generate melodic, rhythmic, and harmonic ideas for	a. Generate melodic, rhythmic, and harmonic ideas for	a. Generate melodic, rhythmic, and harmonic ideas for	a. Generate melodic, rhythmic, and harmonic ideas for	a. Generate melodic, rhythmic, and harmonic ideas for	
simple melodies (such as two-phrase) and chordal	melodies (created over specified chord progressions or	improvisations, compositions (forms such as theme and	compositions (forms such as rounded binary or rondo),	a collection of compositions (representing a variety of	
accompaniments for given melodies.	AB/ABA forms) and two-to-three-chord accompaniments for given melodies.	variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as	improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for	
	accompaniments for given melodies.	arpeggio, country strumming and finger picking	styles, and narmonizations for given melodies.	given melodies.	
		patterns).		g.ven.meloules.	
	Anchor Stand	lard #2 - Organize and develop artistic id	deas and work		
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
MU.CR.2.HI.5a	MU.CR.2.HI.8a	MU.CR.2.HI.HS1a	MU.CR.2.HI.HS2a	MU.CR.2.HI.HS3a	
a. Select, develop, and use standard notation or	a. Select, develop, and use standard notation and	a. Select, develop, and use standard notation and	a. Select, develop, and use standard notation and	a. Select, develop, and use standard notation and	
audio/video recording to document melodic, rhythmic,	, , , ,	audio/video recording to document melodic, rhythmic,	audio/video recording to document melodic, rhythmic,	audio/video recording to document melodic, rhythmic,	
and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal accompaniments for given	and harmonic ideas for drafts of melodies (created over	and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-	and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations,	and harmonic ideas for drafts of compositions (representing a variety of forms and styles),	
melodies.	to-three-chord accompaniments for given melodies.	bar blues), and three-or-more-chord accompaniments	accompaniment patterns in a variety of styles, and	improvisations in several different styles, and	
inclodies.	to three chord accompaniments for given melodies.	in a variety of patterns (such as arpeggio, country	harmonizations for given melodies.	stylistically appropriate harmonizations for given	
		strumming, finger picking patterns).		melodies.	
	Australia	Charles Define a description of	ot a consider		
		Standard #3 - Refine and complete artis		I	
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
MU.CR.3.HI.5a	MU.CR.3.HI.8a	MU.CR.3.HI.HS1a	MU.CR.3.HI.HS2a	MU.CR.3.HI.HS3a	
Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-	Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified	a. Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms	a. Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded	a. Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of	
phrase) and chordal accompaniments for given		such as theme and variation or 12-bar blues) and three-	binary or rondo), improvisations, accompaniment	forms and styles), improvisations in a variety of styles,	
melodies.	chord accompaniments for given melodies.	or-more-chord accompaniments in a variety of patterns		and stylistically appropriate harmonizations for given	
	,	(such as arpeggio, country strumming, finger picking	given melodies.	melodies.	
		patterns).			
MU.CR.3.HI.5b	MU.CR.3.HI.8b	MU.CR.3.HI.HS1b	MU.CR.3.HI.HS2b	MU.CR.3.HI.HS3b	
b. Share final versions of simple melodies (such as two-	b. Share final versions of melodies (created over	b. Perform final versions of improvisations,	b. Perform final versions of compositions (forms such as	b. Perform final versions of a collection of compositions	
phrase) and chordal accompaniments for given	specified chord progressions or AB/ABA forms) and two-		rounded binary or rondo), improvisations,	(representing a variety of forms and styles),	
melodies, demonstrating an understanding of how to		bar blues), and three-or-more-chord accompaniments	accompaniment patterns in a variety of styles, and	improvisations in several different styles, and	
develop and organize personal musical ideas.	demonstrating an understanding of how to develop and		harmonizations for given melodies, demonstrating	stylistically appropriate harmonizations for given	
	organize personal musical ideas.	strumming, finger picking patterns), demonstrating	technical skill in applying principles of	melodies, demonstrating technical skill in applying	
		technical skill in applying principles of composition/improvisation and originality in developing	composition/improvisation and originality in developing	principles of composition/improvisation and originality in developing and organizing musical ideas.	
		and organizing musical ideas.	and organizing musical lucas.	in developing and organizing musical lucas.	

		and organizing musical ideas.		
		Foundational Skills - Creating	g	
The specific guidelines that the	he teacher provides for improvisation a	nd composition should include the follo	wing foundational skills in support of m	eeting Anchor Standards 1-3.
		Improvisation		
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
	Perform, use standard notation consistent with the genre and audio record improvisation that is a minimum of 4 measures.	Perform, use standard notation consistent with the genre, and audio record improvisation that is a minimum of 8 measures.	Perform, use standard notation, consistent with the genre and audio record improvisation that is a minimum of 12 measures.	Perform, use standard notation, consistent with the genre and audio record improvisation that is a minimum of 24 measures.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)			
dynamics, tone, color, tempo) can affect the style of	Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.	Perform simple improvised melodies within an appropriate harmonic structure.	Perform with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression.	Perform with expression, complex improvised melodie within an appropriate harmonic structure, over a chord progression.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)			(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
		Composition		
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
that is a minimum of 2 measures and is written for the	Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.	Use standard notation and audio record composition that is a minimum of 4 measures and is written for the student's own instrument or others.	Use standard notation and audio record composition that is a minimum of 8 measures and is written for duet or small ensemble.	Create complete composition that is a minimum of 16 measures using student chosen guidelines and any notational system for solo with accompaniment or ensemble.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)			
	Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.	Explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song.	Explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song.	Explain and demonstrate how compositional choices, such as changing musical elements within a given song effect the song.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
Replace or change some of the note values and/or pitches in composing a variation on a theme.	Replace or change some of the note values and/or pitches in composing a variation on a theme.	Transpose, arrange, and/or transcribe music.	Arrange short sections of a song using standard notation and a variety of musical elements.	Arrange short sections of a song using standard notation and a variety of musical elements.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)			(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
	Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).	Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).	Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).	Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e., composing and sequencing software).
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)

2015 Arizona Academic Standards in the Arts						
Music - Harmonizing Instruments						
	Artistic Process - Performing					
	Anchor Standard #4	- Select, analyze, and interpret artistic v	vork for performance			
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced		
MU.PR.4.HI.5a	MU.PR.4.HI.8a	MU.PR.4.HI.HS1a	MU.PR.4.HI.HS2a	MU.PR.4.HI.HS3a		
a. 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.	a. Describe and demonstrate how a varied repertoir, or funsis that includes melodies, repertoire piece, 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.	a. 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 strumming, finger picking patterns).	a. Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.	a. Develop and apply criteria for selecting a varied repertoris for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.		
MU.PR.4.HI.5b	MU.PR.4.HI.8b	MU.PR.4.HI.HS1b	MU.PR.4.HI.HS2b	MU.PR.4.HI.HS3b		
b. Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading standard notation.	b. 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 some based on reading standard notation.	b. 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 a repeggio, country strumming, finger picking patterns).	b. 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.	b. 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.		
MU.PR.4.HI.5c	MU.PR.4.HI.8c	MU.PR.4.HI.HS1c	MU.PR.4.HI.HS2c	MU.PR.4.HI.HS3c		
c. 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.	c. Demonstrate and describe in interpretations an understanding of the content (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.	c. 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 strumming, finger picking patterns).	C. Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertorier of music selected for performance that includes melodies, repertorie pieces, improvisations, and chordal accompaniments in a variety of styles.	c. Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertorie for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.		
	Anchor Standar	rd #5 - Develop and refine artistic work f	or presentation			
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced		
MU.PR.5.HI.5a	MU.PR.5.HI.8a	MU.PR.5.HI.HS1a	MU.PR.5.HI.HS2a	MU.PR.5.HI.HS3a		
a. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes medodles, repertoire pieces, and chordal accompanients selected for performance, and apply practice strategies to address performance challenges and refine the performances.	a. Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodiles, repertoire pieces, and chordal accompanientes selected for performance, and identify practice strategies to address performance challenges and refine the performances.	a. Develop and apply criteria to critique individual and small group performances of a varied repetroire of music that includes melodiles, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country strumming, finger pictions goatterns), and create rehearsal strategies to address performance challenges and refine the performances.	a. 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 variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.	a. Develop and apply criteria, including feedback from multiple sources, to critique varied roopgrams of music repertorie (meldodies, repertorie pieces, stylistically appropriate accompaniements, improvisitions 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.		
	Anchor Standard #6	- Convey meaning through the presenta	ation of artistic work			
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced		
MU.P.R.G.HI.Sa a. 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.P.R. 6.H.I.8a	MU.P.R6.H.HS13  a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes mediodles, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as a regegio, country strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).	MU.P.R.6.H.HS52 a. Perform with expression and technical accuracy, in individual and small group performances, a varied repetroir of music that includes medodles, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating ensitivity to the audience and an understanding of the context (social, cultural, and historical).	MU.P.R. 6.H.H.\$53 Perform with expression and technical accuracy, in individual and small group performances, a varied repertorie for programs of music that includes melodies, repertorie pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).		

understanding of the audience and the context.	the audience and an understanding of the context (social, cultural, or historical).	in a variety of patterns (such as arpeggio, country strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).	in a variety of styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).	accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).	
Foundational Skills - Performing  The knowledge and skills described below are not representative of <u>all</u> requisite foundational skills.  Rather, this is a list of essential competencies which must be present in support of meeting Anchor Standards 4-6.  Application to Instrument (AI)					
Novice Maintain a steady beat, with auditory assistance, while playing individually and with others the following note and rest values: whole, half, quarter, eighth, and corresponding dotted notes in simple meters.	Intermediate Maintain a steady beat, with auditory assistance, while playing individually and with others sixteenth, corresponding dotted notes and elementary syncopation in simple meters.  Utilize musical symbols encountered in the repertoire.	HS Proficient Maintain a steady beat, with visual assistance, while playing individually and with others note and rest values in simple and complex meters as encountered in the repertoire.	HS Accomplished Maintain a steady beat, without external assistance, while playing individually and with others note and rest values in complex and changing meters at faster tempos as encountered in the repertoire.	HS Advanced maintain a steady beat, recognizing the macro and micro beat, while playing individually and with others note and rest values in complex and changing meters at faster tempos as encountered in the repertoire.	
Utilize musical symbols (e.g. fermata, repeat signs, double bar lines, note names.)	Utilize musical symbols encountered in the repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Utilize musical symbols encountered in the repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Utilize musical symbols encountered in the repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Utilize musical symbols encountered in the repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	
Perform fluently with key signature and accidental encountered in the repertoire.	Perform fluently with key signature and accidental encountered in the repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	Perform fluently with key signature and accidental encountered in the repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	Perform fluently with key signature and accidental encountered in the repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	Perform fluently with key signature and accidental encountered in the repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	
Chords Guitar (e.g., major and minor chords in 1st position)	applied to a leveled progression of repetoire.) Chords Guitar (e.g., V7 chords in 1st through 3rd position(s))	applied to a leveled progression of repetoire.) Chords Guitar (e.g., major, minor, V7 and barre)	applied to a leveled progression of repetoire.) Chords Guitar (e.g.diminished and augmented)	applied to a leveled progression of repetoire.) Chords Guitar (e.g., all chords, multiple voicing)	
Piano (e.g., I-V6/5 chords in left hand in 3#'s-3b's major)  Perform independent parts while others play contrasting parts (e.g., level 5-1).	Piano (e.g., I-IV-V6/5-I6 in left hand in 3#'s-3b's major)  Perform independent parts while others play contrasting parts (e.g., level 1-2).	Piano (e.g., I-IV-V6/5-I6 in both hands in 3#'s-3b's major)  Perform independent parts while others play contrasting parts (e.g., level 2-3).	Piano (diminished and minor 3#'s-3b's)  Perform independent parts while others play contrasting parts (e.g., level 3-5).	Piano (e.g., all chords)  Perform independent parts while others play contrasting parts (e.g. level 5-6).	
Respond to basic conducting cues (e.g., tempo, dynamics).	Respond to basic conducting cues (e.g., tempo, dynamics).  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	Respond to basic conducting cues (e.g. phrasing and expression).	Respond to basic conducting cues (e.g. style, multi- meter).	Conduct an ensemble with appropriate gestures, tempo, expression and cuing.	
Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.	applied to a leveled progression of repetoire.)  Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	
Perform individually repertoire that includes music in two parts (e.g accompaniment and melody).	applied to a leveled progression of repetoire.)  Perform individually repertoire that includes music in two parts (e.g accompaniment and melody).	applied to a leveled progression of repetoire.)  Perform individually repertoire that includes two voices (contrapuntal texture).	applied to a leveled progression of repetoire.)  Perform repertoire that includes two voices (contrapuntal texture).	applied to a leveled progression of repetoire.)  Perform individually repertoire that includes two active voices (counterpoint).	
Perform dynamics, timbre, tempo, phrasing, and	(NOTE: This foundational skill is the same as the previous level. Rigar should increase as skills are applied to a leveled progression of repetoire.)  Perform dynamics, timbre, tempo, phrasing, and	Perform dynamics, timbre, tempo, phrasing, and	Perform dynamics, timbre, tempo, phrasing, and	Perform dynamics, timbre, tempo, phrasing, and	
articulation in the repertoire.  Utilize a basic characteristic tone.	articulation in the repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)  Utilize a basic characteristic tone with greater stability.	articulation in the repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)  Utilize a basic characteristic tone with greater stability.	articulation in the repertoire.  (NOTE: This foundational skill is the same as the previous New I. Rigor should increase as skills are applied to a leveled progression of repetoire.)  Utilize a basic characteristic tone with greater stability.	articulation in the repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)  Perform with fluent expressive tone inclusive of appropriate dynamic range and depth of sound.	
Utilize proper hand position and posture.	Utilize proper hand position and posture.  (NOTE: This foundational skill is the same as the	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are ambiliat to a knowled reposeration of constaint.) Utilize proper hand position and posture.  (NOTE: This foundational skill is the same as the	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a hould increase as skills are applied to a hould a transaction of constation.)  Utilize proper hand position and posture.  (NOTE: This foundational skill is the same as the	Utilize proper hand position and posture.  (NOTE: This foundational skill is the same as the	
Perform with awareness of intonation (e.g., guitar) and ensemble.	previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) Perform with awareness of intonation (e.g., guitar), ensemble, balance and blend.	previous level. Rigor should increase as skills are applied to a leveled progression of repetuire.) Perform with emerging accurate intonation (e.g., guitar), balance, and blend in support of the ensemble.	previous level. Rigor should increase as skills are applied to a leveled progression of repetuire.) Perform with accurate intonation (e.g., guitar), balance, and blend in support of the ensemble.	previous level. Rigor should increase as skills are applied to a leveled propression of repetoire.)  Perform with accurate intonation (e.g., guitar), balance, and blend in support of the ensemble.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	
Tune with teacher assistance.	Tune with teacher guidance.	Tune instrument to a given pitch and adjust to match pitch and develop awareness of tuning to self and others.	Tune instrument to a given pitch and adjust to match pitch and demonstrate a consistent ability to tune to self and others.	applied to a leveled progression of repetoire.)  Tune to chords with an understanding of the importance of their pitch within the chord structure.	
Perform literature from memory.	Perform literature from memory.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Perform literature from memory.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Perform literature from memory.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Perform literature from memory.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	
Demonstrate proper care and maintenance of instrument.	Demonstrate proper care and maintenance of instrument.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	Demonstrate proper care and maintenance of instrument.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	Demonstrate proper care and maintenance of instrument.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	Demonstrate proper care and maintenance of instrument.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	
		applied to a leveled progression of repetoire.) erforming - Reflect on Understanding (PR		applied to a leveled progression of repetoire.)	
Novice Identify and describe Musical symbols encountered in repertoire (e.g.,	Intermediate Identify and describe Musical symbols encountered in repertoire.	HS Proficient Identify and describe Musical symbols encountered in repertoire.	HS Accomplished  Identify and describe  Musical symbols encountered in repertoire.	HS Advanced Identify and describe Musical symbols encountered in repertoire.	
fermata, repeat signs, double bar lines, note names, the following note values: whole, half, quarter, eighth, dotted half, dotted quarter, and dotted eighth).  Steps and skips.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)  Steps and skips.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) Intervals and chord structures.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) Intervals and chord structures.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) Intervals and chord structures.	
Simple music forms and characteristics.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)  Key and time signatures.	Function of key and time signatures.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) Function of key and time signatures.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) Function of key and time signatures.	
Simple music forms and characteristics.	Simple music forms and characteristics.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Simple music forms and characteristics.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to eleveled progression of prepatore.) Music forms and characteristics encountered in repertoire.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetative.) Synthesize characteristics of musical structure into performance practice.	
Elements of music (e.g., rhythm, melody).	Elements of music.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Elements of music.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Elements of music.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Elements of music.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	
Their role (e.g., melody, harmony, accompaniment, foreground/background) within their ensemble.	Their role within their ensemble.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Their role within their ensemble.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Their role within their ensemble.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Their role within their ensemble.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	
Whole and half step patterns in scales encountered in repertoire.  Relationship between music and mathematics as it occurs in the repertoire.	Whole and half step patterns in scales encountered in repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)  Relationship between music and mathematics as it occurs in the repertoire.	Whole and half step patterns in scales encountered in repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)  Relationship between music and mathematics as it occurs in the repertoire.	Whole and half step patterns in scales encountered in repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to leveled progression of repetoire.) Relationship between music and mathematics as it occurs in the repertoire.	Whole and half step patterns in scales encountered in repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) Relationship between music and mathematics as it occurs in the repertoire.	
One's own physical mechanics and skill level essential to playing the repertoire.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)  One's own physical mechanics and skill level essential to playing the repertoire.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)  One's own physical mechanics and skill level essential to playing the repertoire.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)  One's own physical mechanics and skill level essential to playing the repertoire.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)  One's own physical mechanics and skill level essential to playing the repertoire.	
Adjusting to the acoustic properties and the effect on the performers and the performance space.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.) Adjusting to the acoustic properties and the effect on the performers and the performance space.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetione.). Adjusting to the acoustic properties and the effect on the performers and the performance space.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetione.) Adjusting to the acoustic properties and the effect on the performers and the performance space.	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetione.). Adjusting to the acoustic properties and the effect on the performers and the performance space.	
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	

Page 2 Approved May 18,

## **2015** Arizona Academic Standards in the Arts **Music - Harmonizing Instruments**

	Music - Harmonizing instruments					
		Artistic Process - Responding	g			
Anchor Standard #7 - Perceive and analyze artistic work						
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced		
MU.RE.7.HI.5a	MU.RE.7.HI.8a	MU.RE.7.HI.HS1a	MU.RE.7.HI.HS2a	MU.RE.7.HI.HS3a		
<ul> <li>a. Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, or personal experience.</li> </ul>	Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.	music and the specified purpose and context.	a. Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.		
MU.RE.7.HI.5b	MU.RE.7.HI.8b	MU.RE.7.HI.HS1b	MU.RE.7.HI.HS2b	MU.RE.7.HI.HS3b		
<ul> <li>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.</li> </ul>	b. Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.	_ · · · -	b. Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.	<ul> <li>b. 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.</li> </ul>		
	Anchor	Standard #8 - Interpret intent and meaning in artis	stic work			
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced		
MU.RE.8.HI.5a	MU.RE.8.HI.8a	MU.RE.8.HI.HS1a	MU.RE.8.HI.HS2a	MU.RE.8.HI.HS3a		
a. 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.	a. 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.	<ul> <li>a. 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.</li> </ul>	<ul> <li>a. 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.</li> </ul>	a. 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.		
	Anch	nor Standard #9 - Apply criteria to evaluate artistic	work			
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced		
MU.RE.9.HI.5a	MU.RE.9.HI.8a	MU.RE.9.HI.HS1a	MU.RE.9.HI.HS2a	MU.RE.9.HI.HS3a		
a. Identify and describe how interest, experiences, and	a. Explain the influence of experiences and contexts	a. Develop and apply teacher-provided and established	a. Apply personally-developed and established criteria	a. Develop and justify evaluations of a variety of		
contexts (personal or social) effect the evaluation of music.	(personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.	criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate	based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities	individual and small group musical selections for listening based on personally-developed and		

individual and small group musical selections for

listening.

to evaluate contrasting individual and small group musical selections for listening.

established criteria, personal decision making, and knowledge and understanding of context.

Foundational Skills - Responding  The specific guidelines that the teacher provides for analyzing, interpreting, and critiquing musical works  should include the following foundational skills in support of meeting Anchor Standards 7-9.												
						Responding - Reflect on Understanding (RRU)						
						Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced		
Identify and describe  How changing compositional elements of music (e.g., dynamics, articulation, tempo) can change the style and experience of the music.	Identify and describe  How music can be transcribed from one music medium to another (e.g., one instrument to another, one ensemble to another).	Identify and describe The compositional and stylistic elements that differentiate various musical genres.	Identify and describe The compositional and stylistic elements that differentiate various musical genres.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Identify and describe The compositional and stylistic elements that differentiate various musical genres to their own performance or the performance of others.								
Musical characteristics that make a piece of music	Musical characteristics that make a piece of music	Musical characteristics that make a piece of music	Musical characteristics that make a piece of music	Musical characteristics that make a piece of music								
appropriate for a specific event or function.	appropriate for a specific event or function.	appropriate for a specific event or function.	appropriate for a specific event or function.	appropriate for a specific event or function.								
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)								
Their preference for specific musical works and styles.	Their preference for specific musical works and styles.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Specific musical characteristics that influence their preference for specific musical works and styles.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Specific musical characteristics that influence their preference for specific musical works and styles.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	Defend their preference for specific musical works of styles using specific musical characteristics.								
Selected elements of music.	Elements of music most prominent in repertoire.	Elements of music most prominent in repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	Elements of music most prominent in repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	Elements of music most prominent in repertoire.  (NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are								
		applied to a leveled progression of repetoire.)	applied to a leveled progression of repetoire.)	applied to a leveled progression of repetoire.)								
How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.	How the changing elements of music can affect the style of the music.	How the changing elements of music can affect the style of the music.	How the changing elements of music can affect the style of the music.	How the changing elements of music can affect the style of the music.								
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)								
Using appropriate terminology to describe and explain music.	Using appropriate terminology to describe and explain music.	Using appropriate terminology to describe and explain music.	Using appropriate terminology to describe and explain music.	Using appropriate terminology to describe and explain music.								
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)								
The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.								
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)								
Using teacher specified criteria to evaluate a musical performance.	Using teacher or student specified criteria to evaluate a musical performance.	Using student specified criteria to evaluate a musical performance.	Musical experiences orally and in writing with appropriate critique and terminology.	Musical experiences orally and in writing with appropriate critique and terminology.								
				(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)								
Showing respect for personal work and the work of others through appropriate critique.	Showing respect for personal work and the work of others through appropriate critique.	Showing respect for personal work and the work of others through appropriate critique.	Showing respect for personal work and the work of others through appropriate critique.	Showing respect for personal work and the work of others through appropriate critique.								
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)								
Evaluating the effect of audience and performers' behavior on the performance.	Evaluating the effect of audience and performers' behavior on the performance.	Evaluating the effect of audience and performers' behavior on the performance.	Evaluating the effect of audience and performers' behavior on the performance.	Evaluating the effect of audience and performers' behavior on the performance.								
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)								

Page 3 Approved May 18, 2015

## 2015 Arizona Academic Standards in the Arts

	Music	: - Harmonizing Instru	ments	
		Artistic Process - Connecting		
	Anchor Standard #10 - Synt	thesize and relate knowledge and perso	onal experiences to make art	
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU.CN.10.HI.5a	MU.CN.10.HI.8a	MU.CN.10.HI.HS1a	MU.CN.10.HI.HS2a	MU.CN.10.HI.HS3a
a. Identify and discuss the roles and impact music plays in one's life and the lives of others.	a. Identify and explain the roles and impact music plays in one's life and the lives of others.	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.
MU.CN.10.HI.5b	MU.CN.10.HI.8b	MU.CN.10.HI.HS1b	MU.CN.10.HI.HS2b	MU.CN.10.HI.HS3b
b. Identify reasons for selecting music based on connection to interest, and purpose or context.	7	b. Apply criteria to select music for specified purposes, supporting choices by citing connections to interest, purpose, and context.	b. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the specified purpose and context.	b. Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.
An	chor Standard #11 - Relate artistic ideas	s and works with societal, cultural, and	historical context to deepen understand	ling
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU.CN.11.HI.5a	MU.CN.11.HI.8a	MU.CN.11.HI.HS1a	MU.CN.11.HI.HS2a	MU.CN.11.HI.HS3a
a. Identify and explain how context (e.g. social, cultural, historical) can inform the expressive intent and meaning of a musical performance.	Identify and explain how context can inform the expressive intent and meaning of a musical performance.	Explain and analyze how context can inform the expressive intent and meaning of a musical performance.	Analyze how context can inform the expressive intent and meaning of a musical performance.	a. Justify how context can inform the expressive intent and meaning of a musical performance.
MU.CN.11.HI.5b	MU.CN.11.HI.8b	MU.CN.11.HI.HS1b	MU.CN.11.HI.HS2b	MU.CN.11.HI.HS3b
b. Identify and explain how music is affected by one's knowledge outside the arts (e.g. science, social studies, math, language arts).	b. Identify and explain how music is affected by one's knowledge outside the arts	b. Explain and analyze how music is affected by one's knowledge outside the arts	b. Analyze how music is affected by one's knowledge outside the arts	b. Analyze how music and other art forms involve and are affected by one's knowledge outside the arts

		oundational Skills - Connecti		
The specific gu			periences and to social, cultural, and his	torical contexts
		oundational skills in support of meeting		
		nnecting - Reflect on Understanding (Cl		
Novice Identify and describe	Intermediate Identify and describe	HS Proficient Identify and describe	HS Accomplished Identify and describe	HS Advanced Identify and describe
Identify the context (e.g., historical, social, cultural) in	Identify the context in which the composer wrote the	Identify the context in which the composer wrote the	Identify and describe  Identify the context in which the composer wrote the	Identify and describe  Identify the context in which the composer wrote the
which the composer wrote the piece being performed.	piece being performed.	piece being performed.	piece being performed.	piece being performed.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
Recognizing composers's motivations for creating the music being performed by the students.	Recognizing composers's motivations for creating the music being performed by the students.	Recognizing composers's motivations for creating the music being performed by the students.	Recognizing composers's motivations for creating the music being performed by the students.	Recognizing composers's motivations for creating the music being performed by the students.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
Where new concepts are introduced in these standard standards specified for those earlier levels are meant		Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.	Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.	Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.
			(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
Identify their preference for specific musical works and styles.	Identify their preference for specific musical works and styles.	Distinguish musical characteristics that influence their preference for specific musical works and styles.	Distinguish musical characteristics that influence their preference for specific musical works and styles.	Defend their preference for musical works and styles using specific musical characteristics.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)		(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	
Elements of music.	Elements of music in repertoire.	Distinguishing musical preferences from music and cultural judgments (e.g., I like it because; it is good because; it is important because)	Distinguishing musical preferences from music and peer group judgments.	Distinguishing musical preferences from music and peer group judgments.
		because, it is important because		(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are
Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repetoire.)
Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.
	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are	(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are

Page 4 Approved May 18, 2015