



# Arizona Arts Standards

# Harmonizing Instruments

## 2015

Artistic Process	Anchor Standard	Enduring Understanding	Essential Question
<p><b>Creating (Cr)</b>  <b>Conceiving and developing new artistic ideas and work.</b></p>	<ol style="list-style-type: none"> <li>1. Generate and conceptualize artistic work.</li> <li>2. Organize and develop artistic ideas and work.</li> <li>3. Refine and complete artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>1. The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>2. Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>3.               <ol style="list-style-type: none"> <li>a. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>b. Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. How do musicians generate creative ideas?</li> <li>2. How do musicians make creative decisions?</li> <li>3.               <ol style="list-style-type: none"> <li>a. How do musicians improve the quality of their creative work?</li> <li>b. When is creative work ready to share?</li> </ol> </li> </ol>
<p><b>Performing (Pr)</b>  <b>Realizing artistic ideas and work through interpretation and presentation.</b></p>	<ol style="list-style-type: none"> <li>4. Select, analyze, and interpret artistic work for performance.</li> <li>5. Develop and refine artistic techniques and work for presentation.</li> <li>6. Convey meaning through the presentation of artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>4.               <ol style="list-style-type: none"> <li>a. Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>b. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>c. Performers make interpretive decisions based on their understanding of context and expressive intent.</li> </ol> </li> <li>5. 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.</li> <li>6. 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.</li> </ol>	<ol style="list-style-type: none"> <li>4.               <ol style="list-style-type: none"> <li>a. How do performers select repertoire?</li> <li>b. How does understanding the structure and context of musical works inform performance?</li> <li>c. How do performers interpret musical works?</li> </ol> </li> <li>5. How do musicians improve the quality of their performance?</li> <li>6. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> </ol>
<p><b>Responding (Re)</b>  <b>Understanding and evaluating how the arts convey meaning.</b></p>	<ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work.</li> <li>8. Interpret intent and meaning in artistic work.</li> <li>9. Apply criteria to artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>7.               <ol style="list-style-type: none"> <li>a. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</li> <li>b. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.</li> </ol> </li> <li>8. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>9. The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</li> </ol>	<ol style="list-style-type: none"> <li>7.               <ol style="list-style-type: none"> <li>a. How do individuals choose music to experience?</li> <li>b. How does understanding the structure and context of music inform a response?</li> </ol> </li> <li>8. How do we discern the musical creators' and performers' expressive intent?</li> <li>9. How do we judge the quality of musical work(s) and performance(s)?</li> </ol>
<p><b>Connecting (Cn)</b>  <b>Relating artistic ideas and work with personal meaning and external context.</b></p>	<ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experiences to make art.</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</li> </ol>	<ol style="list-style-type: none"> <li>10. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>11. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</li> </ol>	<ol style="list-style-type: none"> <li>10. How do musicians make meaningful connections to creating, performing, and responding?</li> <li>11. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</li> </ol>

## Harmonizing Instruments – Novice

Creating (Cr)		
<b>Cr1</b> Generate and conceptualize artistic ideas	MU:HI.N.Cr1.a	Generate melodic, <b>rhythmic</b> , and harmonic ideas for simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given <b>melodies</b> .
<b>Cr2</b> Organize and develop artistic ideas and work	MU:HI.N.Cr2.a	<b>Select</b> , develop, and use <b>standard notation</b> or audio/video recording to document melodic, <b>rhythmic</b> , and harmonic ideas for drafts of simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given <b>melodies</b> .
<b>Cr3</b> <b>Refine</b> and complete artistic work	MU:HI.N.Cr3.a	Apply <b>teacher-provided criteria</b> to critique, improve, and <b>refine</b> drafts of simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given <b>melodies</b> .
	MU:HI.N.Cr3.b	Share final versions of simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given <b>melodies</b> , demonstrating an understanding of how to develop and organize <b>personal musical ideas</b> .
Foundational Skills – Creating		
The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3.		
<b>Improvisation</b>	<b>Perform</b> , use <b>standard notation</b> consistent with the <b>genre</b> (e.g., lead sheet), and audio record <b>improvisation</b> that is a minimum of 4 measures.	
	Describe how the changing <b>elements of music</b> (e.g., <b>dynamics</b> , tone, color, <b>tempo</b> ) can affect the <b>style</b> of music.	
<b>Composition</b>	Use <b>standard notation</b> and audio record <b>composition</b> that is a minimum of 2 measures and is written for the student’s own instrument.	
	Describe how the changing <b>elements of music</b> (e.g., <b>dynamics</b> , tone, color, <b>tempo</b> ) can affect the <b>style</b> of music.	
	Replace or change some of the note values and/or <b>pitches</b> in composing a variation on a theme.	
Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g., composing and sequencing software).		

## Harmonizing Instruments – Novice

Performing (Pr)		
<b>Pr4</b> <b>Select</b> , <b>analyze</b> , and <b>interpret</b> artistic work for <b>performance</b>	MU:HI.N.Pr4.a	Describe and <b>demonstrate</b> how a varied <b>repertoire</b> of music that includes <b>melodies</b> , <b>repertoire pieces</b> , and chordal accompaniments is selected, based on <b>personal</b> interest, music reading skills, and <b>technical skill</b> , as well as the <b>context</b> of the <b>performances</b> .
	MU:HI.N.Pr4.b	Identify prominent melodic and harmonic characteristics in a varied <b>repertoire</b> of music that includes <b>melodies</b> , <b>repertoire pieces</b> , and chordal accompaniments selected for <b>performance</b> , including some based on reading <b>standard notation</b> .
	MU:HI.N.Pr4.c	<b>Demonstrate</b> and describe in <b>interpretations</b> an understanding of the <b>context</b> and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , <b>repertoire pieces</b> , and chordal accompaniments.
<b>Pr5</b> Develop and <b>refine</b> artistic techniques and work for presentation	MU:HI.N.Pr5.a	Apply <b>teacher-provided criteria</b> to critique individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , <b>repertoire pieces</b> , and chordal accompaniments selected for <b>performance</b> , and apply practice strategies to address <b>performance</b> challenges and <b>refine</b> the <b>performances</b> .
<b>Pr6</b> Convey meaning through the presentation of artistic work	MU:HI.N.Pr6.a	<b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , <b>repertoire pieces</b> , and chordal accompaniments, demonstrating understanding of the audience and the <b>context</b> .
Foundational Skills – Performing		
The knowledge and skills described below are not representative of all requisite foundational skills. Rather, this is a list of essential competencies which must be present in support of meeting Anchor Standards 4-6.		

<b>Application to Instrument</b>	Maintain a steady <b>beat</b> , 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 <b>meters</b> .
	Utilize musical symbols (e.g., fermata, repeat signs, double bar lines, note names.)
	<b>Perform</b> fluently with <b>key signature</b> and accidentals encountered in the <b>repertoire</b> .
	<b>Perform</b> chords: Guitar (e.g., major and minor chords in 1st position), Piano (e.g., I-V6/5 chords in left hand in 3#’s-3b’s major)
	<b>Perform</b> independent parts while others play contrasting parts (e.g., level .5-1).
	Respond to basic conducting cues (e.g., <b>tempo</b> , <b>dynamics</b> ).
	<b>Perform</b> <b>scales</b> , <b>intervals</b> , and arpeggios using appropriate technique as specified in the <b>repertoire</b> .
	<b>Perform</b> individually <b>repertoire</b> that includes music in two parts (e.g., accompaniment and <b>melody</b> ).
	<b>Perform</b> <b>dynamics</b> , <b>timbre</b> , <b>tempo</b> , <b>phrasing</b> , and <b>articulation</b> in the <b>repertoire</b> .
	Utilize a basic characteristic tone.
	Utilize proper hand position and posture.
	<b>Perform</b> with awareness of <b>intonation</b> (e.g., guitar) and <b>ensemble</b> .
	Tune with teacher assistance.
<b>Perform</b> literature from memory.	
<b>Demonstrate</b> proper care and maintenance of instrument.	
<b>Reflect on Understanding</b>	Identify and describe musical symbols encountered in <b>repertoire</b> (e.g., fermata, repeat signs, double bar lines, note names, the following note values: whole, half, quarter, eighth, dotted half, dotted quarter, and dotted eighth).
	Identify and describe steps and skips, simple music <b>forms</b> and characteristics, <b>elements of music</b> (e.g., <b>rhythm</b> , <b>melody</b> ).
	Identify and describe student’s role (e.g., <b>melody</b> , <b>harmony</b> , accompaniment, foreground/background) within an <b>ensemble</b> .
	Identify and describe whole and half step patterns in <b>scales</b> encountered in <b>repertoire</b> .
	Identify and describe relationship between music and mathematics as it occurs in the <b>repertoire</b> .
	Identify and describe one’s own physical mechanics and skill level essential to playing the <b>repertoire</b> .
	Identify and describe adjusting to the acoustic properties and the effect on the <b>performers</b> and the <b>performance</b> space.

## Harmonizing Instruments – Novice

Responding (Re)		
<b>Re7</b> Perceive and <b>analyze</b> artistic work	MU:HI.N.Re7.a	<b>Demonstrate</b> and describe reasons for selecting music, based on characteristics found in the music and <b>connections</b> to interest, <b>purpose</b> , or <b>personal</b> experience.
	MU:HI.N.Re7.b	<b>Demonstrate</b> and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the <b>context</b> ( <b>social</b> or <b>cultural</b> ) inform the response.
<b>Re8</b> Interpret intent and meaning in artistic work	MU:HI.N.Re8.a	Identify <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, referring to the <b>elements of music</b> , <b>context</b> ( <b>personal</b> or <b>social</b> ), and (when appropriate) the <b>setting of the text</b> .
<b>Re9</b> Apply <b>criteria</b> to evaluate artistic work	MU:HI.N.Re9.a	Identify and describe how interest, experiences, and <b>contexts</b> ( <b>personal</b> or <b>social</b> ) effect the evaluation of music.

**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.

<b>Reflect on Understanding</b>	Identify and describe how changing compositional <b>elements of music</b> (e.g., <b>dynamics</b> , <b>articulation</b> , <b>tempo</b> ) can change the <b>style</b> and experience of the music.
	Identify and describe musical characteristics that make a <b>piece</b> of music appropriate for a specific event or function.
	Identify and describe preference for specific <b>musical works</b> and <b>styles</b> , selected <b>elements of music</b> , and characteristics intended by the <b>composer</b> and/or <b>performer</b> to evoke a <b>mood</b> in a <b>piece</b> of music.
	Use appropriate terminology to describe and explain music.
	Use teacher specified <b>criteria</b> to evaluate a musical <b>performance</b> .
	Show respect for <b>personal</b> work and the work of others through appropriate critique.
Evaluate the effect of audience and <b>performers'</b> behavior on the <b>performance</b> .	

**Harmonizing Instruments – Novice**

**Connecting (Cn)**

<b>Cn10</b> Synthesize and relate knowledge and <b>personal</b> experiences to make art	MU:HI.N.Cn10.a	Identify and discuss the roles and impact music plays in one's life and the lives of others.
	MU:HI.N.Cn10.b	Identify reasons for selecting music based on <b>connection</b> to interest, and <b>purpose</b> or <b>context</b> .
<b>Cn11</b> Relate artistic ideas and works with societal, <b>cultural</b> , and <b>historical context</b> to deepen understanding	MU:HI.N.Cn11.a	Identify and explain how <b>context</b> (e.g., <b>social</b> , <b>cultural</b> , <b>historical</b> ) can inform the <b>expressive intent</b> and meaning of a musical <b>performance</b> .
	MU:HI.N.Cn11.b	Identify and explain how music is affected by one's knowledge outside the arts (e.g., science, social studies, math, language arts).

**Foundational Skills – Connecting**

The specific guidelines that the teacher provides for connecting musical works to personal experiences and to social, cultural, and historical contexts should include the following foundational skills in support of meeting Anchor Standards 10 and 11.

<b>Reflect on Understanding</b>	Identify the <b>context</b> (e.g., <b>historical</b> , <b>social</b> , <b>cultural</b> ) in which the <b>composer</b> wrote the <b>piece</b> being performed.
	Recognize <b>composers'</b> motivations for creating the music being performed by the students.
	Understand the relationship between music and various functions/events, including the musical characteristics that make a <b>piece</b> of music appropriate for a specific event or function.
	Understand the <b>connections</b> between music and other content areas as encountered in the <b>repertoire</b> , including <b>text settings</b> .
	Identify and describe preference for specific <b>musical works</b> and <b>styles</b> , and <b>elements of music</b> .
	Describe <b>personal</b> reactions to musical experiences, and identify which musical aspects evoke these reactions.
Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.	

## Harmonizing Instruments – Intermediate

Creating (Cr)		
<b>Cr1</b> Generate and conceptualize artistic ideas	MU:HI.1.Cr1.a	Generate melodic, <b>rhythmic</b> , and harmonic ideas for <b>melodies</b> (created over specified <b>chord progressions</b> or <b>AB/ABA forms</b> ) and two-to-three-chord accompaniments for given <b>melodies</b> .
<b>Cr2</b> Organize and develop artistic ideas and work	MU:HI.1.Cr2.a	<b>Select</b> , develop, and use <b>standard notation</b> and audio/video recording to document melodic, <b>rhythmic</b> , and harmonic ideas for drafts of <b>melodies</b> (created over specified <b>chord progressions</b> or <b>AB/ABA forms</b> ) and two-to-three-chord accompaniments for given <b>melodies</b> .
<b>Cr3</b> <b>Refine</b> and complete artistic work	MU:HI.1.Cr3.a	Apply <b>teacher-provided criteria</b> to critique, improve, and <b>refine</b> drafts of <b>melodies</b> (created over specified <b>chord progressions</b> or <b>AB/ABA forms</b> ) and two-to-three-chord accompaniments for given <b>melodies</b> .
	MU:HI.1.Cr3.b	Share final versions of <b>melodies</b> (created over specified <b>chord progressions</b> or <b>AB/ABA forms</b> ) and two-to-three-chord accompaniments for given <b>melodies</b> , demonstrating an understanding of how to develop and organize <b>personal musical ideas</b> .
Foundational Skills – Creating		
The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3. Italics denote skills that are the same as the previous level.		
<b>Improvisation</b>	<i>Perform, use <b>standard notation</b> consistent with the <b>genre</b> (e.g., lead sheet), and audio record <b>improvisation</b> that is a minimum of 4 measures.</i>	
	<i>Describe how the changing <b>elements of music</b> (e.g., <b>dynamics</b>, tone, color, <b>tempo</b>) can affect the <b>style</b> of music.</i>	
	<i>Use <b>standard notation</b> and audio record <b>composition</b> that is a minimum of 2 measures and is written for the student’s own instrument.</i>	
<b>Composition</b>	<i>Describe how the changing <b>elements of music</b> (e.g., <b>dynamics</b>, tone, color, <b>tempo</b>) can affect the <b>style</b> of music.</i>	
	<i>Replace or change some of the note values and/or <b>pitches</b> in composing a variation on a theme.</i>	
	<i>Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g., composing and sequencing software).</i>	

## Harmonizing Instruments – Intermediate

Performing (Pr)		
<b>Pr4</b> <b>Select</b> , <b>analyze</b> , and <b>interpret</b> artistic work for <b>performance</b>	MU:HI.1.Pr4.a	Describe and <b>demonstrate</b> how a varied <b>repertoire</b> of music that includes <b>melodies</b> , <b>repertoire pieces</b> , and chordal accompaniments is selected, based on <b>personal</b> interest, music reading skills, and <b>technical skill</b> (citing <b>technical challenges</b> that need to be addressed), as well as the <b>context</b> of the <b>performances</b> .
	MU:HI.1.Pr4.b	Identify prominent melodic, harmonic, and <b>structural</b> characteristics and <b>context</b> ( <b>social</b> , <b>cultural</b> , or <b>historical</b> ) in a varied <b>repertoire</b> of music that includes <b>melodies</b> , <b>repertoire pieces</b> , and chordal accompaniments selected for <b>performance</b> , including some based on reading <b>standard notation</b> .
	MU:HI.1.Pr4.c	<b>Demonstrate</b> and describe in <b>interpretations</b> an understanding of the <b>context</b> ( <b>social</b> , <b>cultural</b> , or <b>historical</b> ) and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , <b>repertoire pieces</b> , and chordal accompaniments.
<b>Pr5</b> Develop and <b>refine</b> artistic techniques and work for presentation	MU:HI.1.Pr5.a	Apply <b>teacher-provided criteria</b> to critique individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , <b>repertoire pieces</b> , and chordal accompaniments selected for <b>performance</b> , and identify practice strategies to address <b>performance</b> challenges and <b>refine</b> the <b>performances</b> .
<b>Pr6</b> Convey meaning through the presentation of artistic work	MU:HI.1.Pr6.a	<b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , <b>repertoire pieces</b> , and chordal accompaniments, demonstrating <b>sensitivity</b> to the audience and an understanding of the <b>context</b> ( <b>social</b> , <b>cultural</b> , or <b>historical</b> ).

<b>Foundational Skills – Performing</b>	
The knowledge and skills described below are not representative of all requisite foundational skills. Rather, this is a list of essential competencies which must be present in support of meeting Anchor Standards 4-6. Italics denote skills that are the same as the previous level.	
<b>Application to Instrument</b>	Maintain a steady <b>beat</b> , with auditory assistance, while playing individually and with others sixteenth, corresponding dotted notes and elementary syncopation in simple <b>meters</b> .
	Utilize musical symbols encountered in the <b>repertoire</b> .
	<i>Perform fluently with <b>key signature</b> and accidentals encountered in the <b>repertoire</b>.</i>
	<b>Perform</b> chords: Guitar (e.g., V7 chords in 1st through 3rd position(s)), Piano (e.g., I-IV-V6/5-I6 in left hand in 3#'s-3b's major)
	<b>Perform</b> independent parts while others play contrasting parts (e.g., level 1-2).
	<i>Respond to basic conducting cues (e.g., <b>tempo</b>, <b>dynamics</b>).</i>
	<i>Perform <b>scales</b>, <b>intervals</b>, and <b>arpeggios</b> using appropriate technique as specified in the <b>repertoire</b>.</i>
	<i>Perform individually <b>repertoire</b> that includes music in two parts (e.g., accompaniment and <b>melody</b>).</i>
	<i>Perform <b>dynamics</b>, <b>timbre</b>, <b>tempo</b>, <b>phrasing</b>, and <b>articulation</b> in the <b>repertoire</b>.</i>
	Utilize a basic characteristic tone with greater stability.
	<i>Utilize proper hand position and posture.</i>
	<b>Perform</b> with awareness of <b>intonation</b> (e.g., guitar), <b>ensemble</b> , balance and blend.
	Tune with teacher <b>guidance</b> .
<i>Perform literature from memory.</i>	
<i>Demonstrate proper care and maintenance of instrument.</i>	
<b>Reflect on Understanding</b>	Identify and describe musical symbols encountered in <b>repertoire</b> .
	Identify and describe steps and skips, <b>key</b> and time <b>signatures</b> , <b>elements of music</b> .
	<i>Identify and describe student's role within an <b>ensemble</b>.</i>
	<i>Identify and describe whole and half step patterns in <b>scales</b> encountered in <b>repertoire</b>.</i>
	<i>Identify and describe relationship between music and mathematics as it occurs in the <b>repertoire</b>.</i>
	<i>Identify and describe one's own physical mechanics and skill level essential to playing the <b>repertoire</b>.</i>
	<i>Adjust to the acoustic properties and the effect on the <b>performers</b> and the <b>performance space</b>.</i>

## Harmonizing Instruments – Intermediate

<b>Responding (Re)</b>		
<b>Re7</b> Perceive and <b>analyze</b> artistic work	MU:HI.1.Re7.a	Explain reasons for selecting music citing characteristics found in the music and <b>connections</b> to interest, <b>purpose</b> , and <b>context</b> .
	MU:HI.1.Re7.b	Describe how the way that the <b>elements of music</b> are manipulated, and knowledge of the <b>context</b> ( <b>social</b> and <b>cultural</b> ) inform the response.
<b>Re8</b> Interpret intent and meaning in artistic work	MU:HI.1.Re8.a	Identify and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music</b> , <b>context</b> , and (when appropriate) the <b>setting of the text</b> .
<b>Re9</b> Apply <b>criteria</b> to evaluate artistic work	MU:HI.1.Re9.a	Explain the influence of experiences and <b>contexts</b> ( <b>personal</b> , <b>social</b> , or <b>cultural</b> ) on interest in and the evaluation of a varied <b>repertoire</b> of music.

**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. Italics denote skills that are the same as the previous level.

<b>Reflect on Understanding</b>	Identify and describe how music can be transcribed from one music medium to another (e.g., one instrument to another, one <b>ensemble</b> to another). <i>Identify and describe musical characteristics that make a <b>piece</b> of music appropriate for a specific event or function.</i>
	Identify and describe preference for specific <b>musical works</b> and <b>styles</b> , <b>elements of music</b> most prominent in <b>repertoire</b> , and characteristics intended by the <b>composer</b> and/or <b>performer</b> to evoke a <b>mood</b> in a <b>piece</b> of music. <i>Use appropriate terminology to describe and explain music.</i>
	Use teacher or student specified <b>criteria</b> to evaluate a musical <b>performance</b> . <i>Show respect for <b>personal</b> work and the work of others through appropriate critique.</i>
	<i>Evaluate the effect of audience and <b>performers'</b> behavior on the <b>performance</b>.</i>

**Harmonizing Instruments – Intermediate**

**Connecting (Cn)**

<b>Cn10</b> Synthesize and relate knowledge and <b>personal</b> experiences to make art	MU:HI.I.Cn10.a	Identify and explain the roles and impact music plays in one's life and the lives of others.
	MU:HI.I.Cn10.b	Explain reasons for selecting music citing <b>connections</b> to interest, <b>purpose</b> , and <b>context</b> .
<b>Cn11</b> Relate artistic ideas and works with societal, <b>cultural</b> , and <b>historical context</b> to deepen understanding	MU:HI.I.Cn11.a	Identify and explain how <b>context</b> can inform the <b>expressive intent</b> and meaning of a musical <b>performance</b> .
	MU:HI.I.Cn11.b	Identify and explain how music is affected by one's knowledge outside the arts.

**Foundational Skills – Connecting**

The specific guidelines that the teacher provides for connecting musical works to personal experiences and to social, cultural, and historical contexts should include the following foundational skills in support of meeting Anchor Standards 10 and 11. Italics denote skills that are the same as the previous level.

<b>Reflect on Understanding</b>	<i>Identify the <b>context</b> (e.g., <b>historical</b>, <b>social</b>, <b>cultural</b>) in which the <b>composer</b> wrote the <b>piece</b> being performed.</i>
	<i>Recognize <b>composers'</b> motivations for creating the music being performed by the students.</i>
	<i>Understand the relationship between music and various functions/events, including the musical characteristics that make a <b>piece</b> of music appropriate for a specific event or function.</i>
	<i>Understand the <b>connections</b> between music and other content areas as encountered in the <b>repertoire</b>, including <b>text settings</b>.</i>
	Identify and describe preference for specific <b>musical works</b> and <b>styles</b> , and <b>elements of music</b> in repertoire. <i>Describe <b>personal</b> reactions to musical experiences, and identify which musical aspects evoke these reactions.</i>
	<i>Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.</i>

## Harmonizing Instruments – HS Proficient

Creating (Cr)		
<b>Cr1</b> Generate and conceptualize artistic ideas	MU:HI.HSP.Cr1.a	Generate melodic, <b>rhythmic</b> , and harmonic ideas for <b>improvisations, compositions</b> (forms such as <b>theme and variations</b> or 12-bar blues), and three-or-more-chord accompaniments in a <b>variety</b> of patterns (such as arpeggio, country strumming and finger picking patterns).
<b>Cr2</b> Organize and develop artistic ideas and work	MU:HI.HSP.Cr2.a	<b>Select</b> , develop, and use <b>standard notation</b> and audio/video recording to document melodic, <b>rhythmic</b> , and harmonic ideas for drafts of <b>improvisations, compositions</b> (forms such as <b>theme and variations</b> or 12-bar blues), and three-or-more-chord accompaniments in a <b>variety</b> of patterns (such as arpeggio, country strumming, finger picking patterns).
<b>Cr3 Refine</b> and complete artistic work	MU:HI.HSP.Cr3.a	Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>improvisations, compositions</b> (forms such as <b>theme and variations</b> or 12-bar blues) and three-or-more-chord accompaniments in a <b>variety</b> of patterns (such as arpeggio, country strumming, finger picking patterns).
	MU:HI.HSP.Cr3.b	<b>Perform</b> final versions of <b>improvisations, compositions</b> (forms such as <b>theme and variations</b> or 12-bar blues), and three-or-more-chord accompaniments in a <b>variety</b> of patterns (such as arpeggio, country strumming, finger picking patterns), demonstrating <b>technical skill</b> in applying principles of <b>composition/improvisation</b> and originality in developing and organizing <b>musical ideas</b> .
Foundational Skills – Creating		
The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3. <i>Italics denote skills that are the same as the previous level.</i>		
<b>Improvisation</b>	<b>Perform</b> , use <b>standard notation</b> consistent with the <b>genre</b> , and audio record <b>improvisation</b> that is a minimum of 8 measures.	
	<b>Perform</b> simple improvised <b>melodies</b> within an appropriate harmonic <b>structure</b> .	
<b>Composition</b>	Use <b>standard notation</b> and audio record <b>composition</b> that is a minimum of 4 measures and is written for the student's own instrument or others.	
	Explain and <b>demonstrate</b> how compositional choices, such as changing musical elements within a given song, effect the song.	
	Transpose, arrange, and/or transcribe music.	
	<i>Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g., composing and sequencing software).</i>	

## Harmonizing Instruments – HS Proficient

Performing (Pr)		
<b>Pr4</b> <b>Select, analyze, and interpret</b> artistic work for performance	MU:HI.HSP.Pr4.a	Explain the <b>criteria</b> used when selecting a varied <b>repertoire</b> of music for individual or small group <b>performances</b> that include <b>melodies, repertoire pieces, improvisations</b> , and chordal accompaniments in a <b>variety</b> of patterns (such as arpeggio, country strumming, finger picking patterns).
	MU:HI.HSP.Pr4.b	Identify and describe important <b>theoretical</b> and <b>structural</b> characteristics and <b>context</b> ( <b>social, cultural, or historical</b> ) in a varied <b>repertoire</b> of music that includes <b>melodies, repertoire pieces, improvisations</b> , and chordal accompaniments in a <b>variety</b> of patterns (such as arpeggio, country strumming, finger picking patterns).
	MU:HI.HSP.Pr4.c	Describe in <b>interpretations</b> the <b>context</b> ( <b>social, cultural, or historical</b> ) and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies, repertoire pieces, improvisations</b> , and chordal accompaniments in a <b>variety</b> of patterns (such as arpeggio, country strumming, finger picking patterns).
<b>Pr5</b> Develop and <b>refine</b> artistic techniques and work for presentation	MU:HI.HSP.Pr5.a	Develop and apply <b>criteria</b> to critique individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies, repertoire pieces, improvisations</b> , and chordal accompaniments in a <b>variety</b> of patterns (such as arpeggio, country strumming, finger picking patterns), and <b>create</b> rehearsal strategies to address <b>performance</b> challenges and <b>refine</b> the <b>performances</b> .

<p><b>Pr6</b> Convey meaning through the presentation of artistic work</p>	<p>MU:HI.HSP.Pr6.a</p>	<p>Perform with <b>expression</b> and <b>technical accuracy</b>, in individual and small group <b>performances</b>, a varied <b>repertoire</b> of music that includes <b>melodies</b>, <b>repertoire pieces</b>, <b>improvisations</b>, and chordal accompaniments in a <b>variety</b> of patterns (such as arpeggio, country strumming, finger picking patterns), demonstrating <b>sensitivity</b> to the audience and an understanding of the <b>context</b> (<b>social</b>, <b>cultural</b>, or <b>historical</b>).</p>
<p><b>Foundational Skills – Performing</b></p> <p>The knowledge and skills described below are not representative of all requisite foundational skills. Rather, this is a list of essential competencies which must be present in support of meeting Anchor Standards 4-6. Italics denote skills that are the same as the previous level.</p>		
<p><b>Application to Instrument</b></p>	<p>Maintain a steady <b>beat</b>, with visual assistance, while playing individually and with others note and rest values in simple and complex <b>meters</b> as encountered in the <b>repertoire</b>. <i>Utilize musical symbols encountered in the repertoire.</i> <i>Perform fluently with key signature and accidentals encountered in the repertoire.</i></p>	<p>Perform chords: Guitar (e.g., major, minor, V7 and barre), Piano (e.g., I-IV-V6/5-I6 in both hands in 3#’s-3b’s major)</p>
	<p>Perform independent parts while others play contrasting parts (e.g., level 2-3).</p>	<p>Respond to basic conducting cues (e.g., <b>phrasing</b> and <b>expression</b>).</p>
	<p><i>Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.</i></p>	<p>Perform individually <b>repertoire</b> that includes two voices (contrapuntal <b>texture</b>).</p>
	<p><i>Perform dynamics, timbre, tempo, phrasing, and articulation in the repertoire.</i></p>	<p><i>Utilize a basic characteristic tone with greater stability.</i></p>
	<p><i>Utilize proper hand position and posture.</i></p>	<p>Perform with emerging accurate <b>intonation</b> (e.g., guitar), balance, and blend in support of the <b>ensemble</b>.</p>
	<p>Tune instrument to a given <b>pitch</b> and adjust to match <b>pitch</b> and develop awareness of tuning to self and others.</p>	<p><i>Perform literature from memory.</i></p>
	<p><i>Perform literature from memory.</i></p>	<p><i>Demonstrate proper care and maintenance of instrument.</i></p>
	<p><i>Demonstrate proper care and maintenance of instrument.</i></p>	<p>Explain musical symbols encountered in <b>repertoire</b>.</p>
	<p>Explain <b>intervals</b> and chord <b>structures</b>, the function of <b>key</b> and time <b>signatures</b>, <b>elements of music</b>.</p>	<p>Explain student’s role within an <b>ensemble</b>.</p>
	<p>Explain whole and half step patterns in <b>scales</b> encountered in <b>repertoire</b>.</p>	<p>Explain the relationship between music and mathematics as it occurs in the <b>repertoire</b>.</p>
	<p>Explain one’s own physical mechanics and skill level essential to playing the <b>repertoire</b>.</p>	<p><i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i></p>
	<p><b>Reflect on Understanding</b></p>	<p>Explain musical symbols encountered in <b>repertoire</b>.</p>
<p>Explain student’s role within an <b>ensemble</b>.</p>		<p>Explain whole and half step patterns in <b>scales</b> encountered in <b>repertoire</b>.</p>
<p>Explain the relationship between music and mathematics as it occurs in the <b>repertoire</b>.</p>		<p>Explain one’s own physical mechanics and skill level essential to playing the <b>repertoire</b>.</p>
<p>Explain one’s own physical mechanics and skill level essential to playing the <b>repertoire</b>.</p>		<p><i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i></p>
<p><i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i></p>		<p>Explain and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music</b>, <b>context</b> (<b>personal</b>, <b>social</b>, and <b>cultural</b>), and (when appropriate) the <b>setting of the text</b>, and outside sources.</p>
<p>Explain and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music</b>, <b>context</b> (<b>personal</b>, <b>social</b>, and <b>cultural</b>), and (when appropriate) the <b>setting of the text</b>, and outside sources.</p>		<p>Explain and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music</b>, <b>context</b> (<b>personal</b>, <b>social</b>, and <b>cultural</b>), and (when appropriate) the <b>setting of the text</b>, and outside sources.</p>
<p><i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i></p>		<p>Explain and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music</b>, <b>context</b> (<b>personal</b>, <b>social</b>, and <b>cultural</b>), and (when appropriate) the <b>setting of the text</b>, and outside sources.</p>

### Harmonizing Instruments – HS Proficient

Responding (Re)		
<p><b>Re7</b> Perceive and <b>analyze</b> artistic work</p>	<p>MU:HI.HSP.Re7.a</p>	<p>Apply <b>criteria</b> to <b>select</b> music for specified <b>purposes</b>, supporting choices by citing characteristics found in the music and <b>connections</b> to interest, <b>purpose</b>, and <b>context</b>.</p>
	<p>MU:HI.HSP.Re7.b</p>	<p>Compare passages in musical selections and explain how the <b>elements of music</b> and <b>context</b> (<b>social</b>, <b>cultural</b>, or <b>historical</b>) inform the response.</p>
<p><b>Re8</b> <b>Interpret intent</b> and meaning in artistic work</p>	<p>MU:HI.HSP.Re8.a</p>	<p>Explain and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music</b>, <b>context</b> (<b>personal</b>, <b>social</b>, and <b>cultural</b>), and (when appropriate) the <b>setting of the text</b>, and outside sources.</p>

<b>Re9</b> Apply <b>criteria</b> to evaluate artistic work	MU:HI.HSP.Re9.a	Develop and apply <b>teacher-provided</b> and <b>established criteria</b> based on <b>personal</b> preference, <b>analysis</b> , and <b>context</b> ( <b>personal</b> , <b>social</b> , and <b>cultural</b> ) to evaluate individual and small group musical selections for listening.
<b>Foundational Skills – Responding</b> 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. Italics denote skills that are the same as the previous level.		
<b>Reflect on Understanding</b>		Explain the compositional and stylistic elements that differentiate various musical <b>genres</b> .
		Explain musical characteristics that make a <b>piece</b> of music appropriate for a specific event or function.
		Explain preference for specific <b>musical works</b> and <b>styles</b> , <b>elements of music</b> most prominent in <b>repertoire</b> , and characteristics intended by the <b>composer</b> and/or <b>performer</b> to evoke a <b>mood</b> in a <b>piece</b> of music.
		<i>Use appropriate terminology to describe and explain music.</i>
		Use student specified <b>criteria</b> to evaluate a musical <b>performance</b> .
		<i>Show respect for <b>personal</b> work and the work of others through appropriate critique.</i>
		<i>Evaluate the effect of audience and <b>performers’</b> behavior on the <b>performance</b>.</i>

### Harmonizing Instruments – HS Proficient

<b>Connecting (Cn)</b>		
<b>Cn10</b> Synthesize and relate knowledge and <b>personal</b> experiences to make art	MU:HI.HSP.Cn10.a	<b>Demonstrate</b> how interests, knowledge, and skills relate to <b>personal</b> choices and <b>intent</b> when creating, <b>performing</b> , and <b>responding</b> to music.
	MU:HI.HSP.Cn10.b	Apply <b>criteria</b> to <b>select</b> music for specified <b>purposes</b> , supporting choices by citing <b>connections</b> to interest, <b>purpose</b> , and <b>context</b> .
<b>Cn11</b> Relate artistic ideas and works with societal, <b>cultural</b> , and <b>historical context</b> to deepen understanding	MU:HI.HSP.Cn11.a	Explain and <b>analyze</b> how <b>context</b> can inform the <b>expressive intent</b> and meaning of a musical <b>performance</b> .
	MU:HI.HSP.Cn11.b	Explain and <b>analyze</b> how music is affected by one’s knowledge outside the arts.
<b>Foundational Skills – Connecting</b> The specific guidelines that the teacher provides for connecting musical works to personal experiences and to social, cultural, and historical contexts should include the following foundational skills in support of meeting Anchor Standards 10 and 11. Italics denote skills that are the same as the previous level.		
<b>Reflect on Understanding</b>		<i>Identify the <b>context</b> (e.g., <b>historical</b>, <b>social</b>, <b>cultural</b>) in which the <b>composer</b> wrote the <b>piece</b> being performed.</i>
		<i>Recognize <b>composers’</b> motivations for creating the music being performed by the students.</i>
		Investigate and apply the developmental and <b>historical</b> characteristics of instrumental music to <b>performance</b> practice.
		<i>Understand the relationship between music and various functions/events, including the musical characteristics that make a <b>piece</b> of music appropriate for a specific event or function.</i>
		<i>Understand the <b>connections</b> between music and other content areas as encountered in the <b>repertoire</b>, including <b>text settings</b>.</i>
		Distinguish musical preferences from music and <b>cultural</b> judgments (e.g., I like it because... ; it is good because... ; It is important because....)
		<i>Describe <b>personal</b> reactions to musical experiences, and identify which musical aspects evoke these reactions.</i>
		<i>Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.</i>

## Harmonizing Instruments – HS Accomplished

Creating (Cr)		
<b>Cr1</b> Generate and conceptualize artistic ideas	MU:HI.HSA.Cr1.a	Generate melodic, <b>rhythmic</b> , and harmonic ideas for <b>compositions</b> (forms such as rounded <b>binary</b> or <b>rondo</b> ), <b>improvisations</b> , accompaniment patterns in a <b>variety of styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .
<b>Cr2</b> Organize and develop artistic ideas and work	MU:HI.HSA.Cr2.a	<b>Select</b> , develop, and use <b>standard notation</b> and audio/video recording to document melodic, <b>rhythmic</b> , and harmonic ideas for drafts of <b>compositions</b> (forms such as rounded <b>binary</b> or <b>rondo</b> ), <b>improvisations</b> , accompaniment patterns in a <b>variety of styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .
<b>Cr3</b> <b>Refine</b> and complete artistic work	MU:HI.HSA.Cr3.a	Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>compositions</b> (forms such as rounded <b>binary</b> or <b>rondo</b> ), <b>improvisations</b> , accompaniment patterns in a <b>variety of styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .
	MU:HI.HSA.Cr3.b	<b>Perform</b> final versions of <b>compositions</b> (forms such as rounded <b>binary</b> or <b>rondo</b> ), <b>improvisations</b> , accompaniment patterns in a <b>variety of styles</b> , and <b>harmonizations</b> for given <b>melodies</b> , demonstrating <b>technical skill</b> in applying principles of <b>composition/improvisation</b> and originality in developing and organizing <b>musical ideas</b> .
<b>Foundational Skills – Creating</b>		
The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3. <i>Italics denote skills that are the same as the previous level.</i>		
<b>Improvisation</b>		<b>Perform</b> , use <b>standard notation</b> , consistent with the <b>genre</b> and audio record <b>improvisation</b> that is a minimum of 12 measures.
		<b>Perform</b> with <b>expression</b> , complex improvised <b>melodies</b> within an appropriate harmonic <b>structure</b> , over a <b>chord progression</b> .
<b>Composition</b>		Use <b>standard notation</b> and audio record <b>composition</b> that is a minimum of 8 measures and is written for duet or small <b>ensemble</b> .
		<i>Explain and <b>demonstrate</b> how <b>compositional choices</b>, such as <b>changing musical elements within a given song</b>, effect the song.</i>
		Arrange short <b>sections</b> of a song using <b>standard notation</b> and a <b>variety</b> of musical elements.
		<i>Use <b>technology and multimedia</b> to enhance knowledge and application of <b>composing and arranging music</b>. (e.g., <b>composing and sequencing software</b>).</i>

## Harmonizing Instruments – HS Accomplished

Performing (Pr)		
<b>MU:HI.HSA.Pr4</b> <b>Select</b> , <b>analyze</b> , and <b>interpret</b> artistic work for <b>performance</b>	MU:HI.HSA.Pr4.a	Develop and apply <b>criteria</b> for selecting a varied <b>repertoire</b> of music for individual and small group <b>performances</b> that include <b>melodies</b> , <b>repertoire pieces</b> , <b>improvisations</b> , and chordal accompaniments in a <b>variety of styles</b> .
	MU:HI.HSA.Pr4.b	Identify and describe important <b>theoretical</b> and <b>structural</b> characteristics and <b>context</b> ( <b>social</b> , <b>cultural</b> , and <b>historical</b> ) in a varied <b>repertoire</b> of music that includes <b>melodies</b> , <b>repertoire pieces</b> , <b>improvisations</b> , and chordal accompaniments in a <b>variety of styles</b> .
	MU:HI.HSA.Pr4.c	Explain in <b>interpretations</b> the <b>context</b> ( <b>social</b> , <b>cultural</b> , and <b>historical</b> ) and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , <b>repertoire pieces</b> , <b>improvisations</b> , and chordal accompaniments in a <b>variety of styles</b> .
<b>MU:HI.HSA.Pr5</b> Develop and <b>refine</b> artistic techniques and work for presentation	MU:HI.HSA.Pr5.a	Develop and apply <b>criteria</b> to critique individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , <b>repertoire pieces</b> , <b>improvisations</b> , and chordal accompaniments in a <b>variety of styles</b> , and <b>create</b> rehearsal strategies to address <b>performance</b> challenges and <b>refine</b> the <b>performances</b> .
<b>MU:HI.HSA.Pr6</b> Convey meaning through the presentation of artistic work	MU:HI.HSA.Pr6.a	<b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> , in individual and small group <b>performances</b> , a varied <b>repertoire</b> of music that includes <b>melodies</b> , <b>repertoire pieces</b> , <b>improvisations</b> , and chordal accompaniments in a <b>variety of styles</b> , demonstrating <b>sensitivity</b> to the audience and an understanding of the <b>context</b> ( <b>social</b> , <b>cultural</b> , and <b>historical</b> ).

<b>Foundational Skills – Performing</b>	
The knowledge and skills described below are not representative of all requisite foundational skills. Rather, this is a list of essential competencies which must be present in support of meeting Anchor Standards 4-6. Italics denote skills that are the same as the previous level.	
<b>Application to Instrument</b>	Maintain a steady <b>beat</b> , without external assistance, while playing individually and with others note and rest values in complex and changing <b>meters</b> at faster <b>tempos</b> as encountered in the <b>repertoire</b> .
	<i>Utilize musical symbols encountered in the <b>repertoire</b>.</i>
	<i>Perform fluently with <b>key signature</b> and accidentals encountered in the <b>repertoire</b>.</i>
	<b>Perform</b> chords: Guitar (e.g., diminished and augmented), Piano (e.g., diminished and minor 3#’s-3b’s)
	<b>Perform</b> independent parts while others play contrasting parts (e.g., level 3-5).
	Respond to basic conducting cues (e.g., <b>style</b> , multi- <b>meter</b> ).
	<i>Perform <b>scales</b>, <b>intervals</b>, and <b>arpeggios</b> using appropriate technique as specified in the <b>repertoire</b>.</i>
	<b>Perform repertoire</b> that includes two voices (contrapuntal <b>texture</b> ).
	<i>Perform <b>dynamics</b>, <b>timbre</b>, <b>tempo</b>, <b>phrasing</b>, and <b>articulation</b> in the <b>repertoire</b>.</i>
	<i>Utilize a basic characteristic tone with greater stability.</i>
	<i>Utilize proper hand position and posture.</i>
	<b>Perform</b> with accurate <b>intonation</b> (e.g., guitar), balance, and blend in support of the <b>ensemble</b> .
	Tune instrument to a given <b>pitch</b> and adjust to match <b>pitch</b> and <b>demonstrate</b> a consistent <b>ability</b> to tune to self and others.
<i>Perform literature from memory.</i>	
<i>Demonstrate proper care and maintenance of instrument.</i>	
<b>Reflect on Understanding</b>	Analyze musical symbols encountered in <b>repertoire</b> .
	Analyze <b>intervals</b> and chord <b>structures</b> , the function of <b>key</b> and time <b>signatures</b> , <b>elements of music</b> .
	Analyze student’s role within an <b>ensemble</b> .
	Analyze whole and half step patterns in <b>scales</b> encountered in <b>repertoire</b> .
	Analyze the relationship between music and mathematics as it occurs in the <b>repertoire</b> .
	Analyze one’s own physical mechanics and skill level essential to playing the <b>repertoire</b> .
<i>Adjust to the acoustic properties and the effect on the <b>performers</b> and the <b>performance space</b>.</i>	

## Harmonizing Instruments – HS Accomplished

<b>Responding (Re)</b>		
<b>MU:HI.HSA.Re7</b> Perceive and <b>analyze</b> artistic work	MU:HI.HSA.Re7.a	Apply <b>criteria</b> to <b>select</b> music for a variety of <b>purposes</b> , justifying choices citing knowledge of the music and the specified <b>purpose</b> and <b>context</b> .
	MU:HI.HSA.Re7.b	Explain how the <b>analysis</b> of the <b>structures</b> and <b>context</b> ( <b>social</b> , <b>cultural</b> , and <b>historical</b> ) of contrasting musical selections inform the response.
<b>MU:HI.HSA.Re8</b> Interpret <b>intent</b> and meaning in artistic work	MU:HI.HSA.Re8.a	Explain and support <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music</b> , <b>context</b> ( <b>personal</b> , <b>social</b> , and <b>cultural</b> ), and (when appropriate) the <b>setting of the text</b> , and varied researched sources.
<b>MU:HI.HSA.Re9</b> Apply <b>criteria</b> to evaluate artistic work	MU:HI.HSA.Re9.a	Apply <b>personally developed</b> and <b>established criteria</b> based on research, <b>personal</b> preference, <b>analysis</b> , <b>interpretation</b> , <b>expressive intent</b> , and musical qualities to evaluate contrasting individual and small group musical selections for listening.

**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. Italics denote skills that are the same as the previous level.

<b>Reflect on Understanding</b>	Analyze the compositional and stylistic elements that differentiate various musical <i>genres</i> .
	Analyze musical characteristics that make a <i>piece</i> of music appropriate for a specific event or function.
	Analyze preference for specific <i>musical works</i> and <i>styles, elements of music</i> most prominent in <i>repertoire</i> , and characteristics intended by the <i>composer</i> and/or <i>performer</i> to evoke a <i>mood</i> in a <i>piece</i> of music.
	<i>Use appropriate terminology to describe and explain music.</i>
	Analyze musical experiences orally and in writing with appropriate critique and terminology.
	<i>Show respect for <b>personal</b> work and the work of others through appropriate critique.</i>
	<i>Evaluate the effect of audience and <b>performers'</b> behavior on the <b>performance</b>.</i>

**Harmonizing Instruments – HS Accomplished**

**Connecting (Cn)**

<b>MU:HI.HSA.Cn10</b> Synthesize and relate knowledge and <i>personal</i> experiences to make art	MU:HI.HSA.Cn10.a	<i>Demonstrate</i> how interests, knowledge, and skills relate to <i>personal</i> choices and <i>intent</i> when creating, <i>performing</i> , and <i>responding</i> to music.
	MU:HI.HSA.Cn10.b	Apply <i>criteria</i> to <i>select</i> music for a variety of <i>purposes</i> , justifying choices citing knowledge of the specified <i>purpose</i> and <i>context</i> .
<b>MU:HI.HSA.Cn11</b> Relate artistic ideas and works with societal, <i>cultural</i> , and <i>historical context</i> to deepen understanding	MU:HI.HSA.Cn11.a	Analyze how <i>context</i> can inform the <i>expressive intent</i> and meaning of a musical <i>performance</i> .
	MU:HI.HSA.Cn11.b	Analyze how music is affected by one's knowledge outside the arts.

**Foundational Skills – Connecting**

The specific guidelines that the teacher provides for connecting musical works to personal experiences and to social, cultural, and historical contexts should include the following foundational skills in support of meeting Anchor Standards 10 and 11. Italics denote skills that are the same as the previous level.

<b>Reflect on Understanding</b>	<i>Identify the <b>context</b> (e.g., <b>historical, social, cultural</b>) in which the <b>composer</b> wrote the <b>piece</b> being performed.</i>
	<i>Recognize <b>composers'</b> motivations for creating the music being performed by the students.</i>
	<i>Investigate and apply the developmental and <b>historical</b> characteristics of instrumental music to <b>performance</b> practice.</i>
	<i>Understand the relationship between music and various functions/events, including the musical characteristics that make a <b>piece</b> of music appropriate for a specific event or function.</i>
	<i>Understand the <b>connections</b> between music and other content areas as encountered in the <b>repertoire</b>, including <b>text settings</b>.</i>
	<i>Distinguish musical preferences from music and peer group judgments.</i>
	<i>Describe <b>personal</b> reactions to musical experiences, and identify which musical aspects evoke these reactions.</i>
<i>Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.</i>	

## Harmonizing Instruments – HS Advanced

Creating (Cr)		
<b>MU:HI.HSAdv.Cr1</b> Generate and conceptualize artistic ideas	MU:HI.HSAdv.Cr1.a	Generate melodic, <b>rhythmic</b> , and harmonic ideas for a collection of <b>compositions</b> (representing a <b>variety</b> of <b>forms</b> and <b>styles</b> ), <b>improvisations</b> in several different <b>styles</b> , and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> .
<b>MU:HI.HSAdv.Cr2</b> Organize and develop artistic ideas and work	MU:HI.HSAdv.Cr2.a	<b>Select</b> , develop, and use <b>standard notation</b> and audio/video recording to document melodic, <b>rhythmic</b> , and harmonic ideas for drafts of <b>compositions</b> (representing a <b>variety</b> of <b>forms</b> and <b>styles</b> ), <b>improvisations</b> in several different <b>styles</b> , and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> .
<b>MU:HI.HSAdv.Cr3</b> <b>Refine</b> and complete artistic work	MU:HI.HSAdv.Cr3.a	Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>compositions</b> (representing a <b>variety</b> of <b>forms</b> and <b>styles</b> ), <b>improvisations</b> in a <b>variety</b> of <b>styles</b> , and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> .
	MU:HI.HSAdv.Cr3.b	<b>Perform</b> final versions of a collection of <b>compositions</b> (representing a <b>variety</b> of <b>forms</b> and <b>styles</b> ), <b>improvisations</b> in several different <b>styles</b> , and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> , demonstrating <b>technical skill</b> in applying principles of <b>composition/improvisation</b> and originality in developing and organizing <b>musical ideas</b> .
<b>Foundational Skills – Creating</b>		
The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3. Italics denote skills that are the same as the previous level.		
<b>Improvisation</b>		<b>Perform</b> , use <b>standard notation</b> , consistent with the <b>genre</b> and audio record <b>improvisation</b> that is a minimum of 24 measures.
		<i><b>Perform with expression</b>, complex improvised <b>melodies</b> within an appropriate harmonic <b>structure</b>, over a <b>chord progression</b>.</i>
<b>Composition</b>		Create complete <b>composition</b> that is a minimum of 16 measures using student chosen guidelines and any <b>notational</b> system for solo with accompaniment or <b>ensemble</b> .
		<i>Explain and <b>demonstrate</b> how compositional choices, such as changing musical elements within a given song, effect the song.</i>
		<i>Arrange short <b>sections</b> of a song using <b>standard notation</b> and a <b>variety</b> of musical elements.</i> <i>Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g., composing and sequencing software).</i>

## Harmonizing Instruments – HS Advanced

Performing (Pr)		
<b>MU:HI.HSAdv.Pr4</b> <b>Select</b> , <b>analyze</b> , and <b>interpret</b> artistic work for <b>performance</b>	MU:HI.HSAdv.Pr4.a	Develop and apply <b>criteria</b> for selecting a varied <b>repertoire</b> for a <b>program</b> of music for individual and small group <b>performances</b> that include <b>melodies</b> , <b>repertoire pieces</b> , stylistically appropriate accompaniments, and <b>improvisations</b> in a <b>variety</b> of contrasting <b>styles</b> .
	MU:HI.HSAdv.Pr4.b	Identify and describe important <b>theoretical</b> and <b>structural</b> characteristics and <b>context</b> ( <b>social</b> , <b>cultural</b> , and <b>historical</b> ) in a varied <b>repertoire</b> of music selected for <b>performance programs</b> that includes <b>melodies</b> , <b>repertoire pieces</b> , stylistically appropriate accompaniments, and <b>improvisations</b> in a <b>variety</b> of contrasting <b>styles</b> .
	MU:HI.HSAdv.Pr4.c	Explain and <b>present interpretations</b> that <b>demonstrate</b> and describe the <b>context</b> ( <b>social</b> , <b>cultural</b> , and <b>historical</b> ) and an understanding of the <b>creator's intent</b> in <b>repertoire</b> for varied <b>programs</b> of music that include <b>melodies</b> , <b>repertoire pieces</b> , stylistically appropriate accompaniments, and <b>improvisations</b> in a <b>variety</b> of contrasting <b>styles</b> .
<b>MU:HI.HSAdv.Pr5</b> Develop and <b>refine</b> artistic techniques and work for presentation	MU:HI.HSAdv.Pr5.a	Develop and apply <b>criteria</b> , including feedback from multiple sources, to critique varied <b>programs</b> of music <b>repertoire</b> ( <b>melodies</b> , <b>repertoire pieces</b> , stylistically appropriate accompaniments, <b>improvisations</b> in a <b>variety</b> of contrasting <b>styles</b> ) selected for individual and small group <b>performance</b> , and <b>create</b> rehearsal strategies to address <b>performance</b> challenges and <b>refine</b> the <b>performances</b> .

<p><b>MU:HI.HSAdv.Pr6</b> Convey meaning through the presentation of artistic work</p>	<p>MU:HI.HSAdv.Pr6.a</p>	<p>Perform with <b>expression</b> and <b>technical accuracy</b>, in individual and small group <b>performances</b>, a varied <b>repertoire</b> for <b>programs</b> of music that includes <b>melodies</b>, <b>repertoire pieces</b>, stylistically appropriate accompaniments, and <b>improvisations</b> in a <b>variety</b> of contrasting <b>styles</b>, demonstrating <b>sensitivity</b> to the audience and an understanding of the <b>context</b> (<b>social</b>, <b>cultural</b>, and <b>historical</b>).</p>
<p><b>Foundational Skills – Performing</b></p> <p>The knowledge and skills described below are not representative of all requisite foundational skills. Rather, this is a list of essential competencies which must be present in support of meeting Anchor Standards 4-6. Italics denote skills that are the same as the previous level.</p>		
<p><b>Application to Instrument</b></p>	<p>Maintain a steady <b>beat</b>, recognizing the macro and micro <b>beat</b>, while playing individually and with others note and rest values in complex and changing <b>meters</b> at faster <b>tempos</b> as encountered in the <b>repertoire</b>.</p>	
	<p><i>Utilize musical symbols encountered in the repertoire.</i></p>	
	<p><i>Perform fluently with key signature and accidentals encountered in the repertoire.</i></p>	
	<p>Perform chords: Guitar (e.g., all chords, multiple voicing), Piano (e.g., all chords)</p>	
	<p>Perform independent parts while others play contrasting parts (e.g., level 5-6).</p>	
	<p>Conduct an <b>ensemble</b> with appropriate gestures, <b>tempo</b>, <b>expression</b> and cuing.</p>	
	<p><i>Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.</i></p>	
	<p>Perform individually <b>repertoire</b> that includes two active voices (counterpoint).</p>	
	<p><i>Perform dynamics, timbre, tempo, phrasing, and articulation in the repertoire.</i></p>	
	<p>Perform with fluent expressive tone inclusive of appropriate dynamic range and depth of sound.</p>	
	<p><i>Utilize proper hand position and posture.</i></p>	
	<p>Perform with accurate <b>intonation</b> (e.g., guitar), balance, and blend in support of the <b>ensemble</b>.</p>	
<p>Tune to chords with an understanding of the importance of their <b>pitch</b> within the chord <b>structure</b>.</p>		
<p><i>Perform literature from memory. Demonstrate proper care and maintenance of instrument.</i></p>		
<p><b>Reflect on Understanding</b></p>	<p>Interpret musical symbols encountered in <b>repertoire</b>.</p>	
	<p>Interpret <b>intervals</b> and chord <b>structures</b>, the function of <b>key</b> and time <b>signatures</b>, <b>elements of music</b>.</p>	
	<p>Synthesize characteristics of musical <b>structure</b> into <b>performance</b> practice.</p>	
	<p>Interpret student’s role within an <b>ensemble</b>.</p>	
	<p>Interpret whole and half step patterns in <b>scales</b> encountered in <b>repertoire</b>.</p>	
	<p>Interpret the relationship between music and mathematics as it occurs in the <b>repertoire</b>.</p>	
	<p>Interpret one’s own physical mechanics and skill level essential to playing the <b>repertoire</b>. <i>Adjust to the acoustic properties and the effect on the performers and the performance space.</i></p>	

**Harmonizing Instruments – HS Advanced**

<p><b>Responding (Re)</b></p>		
<p><b>MU:HI.HSAdv.Re7</b> Perceive and <b>analyze</b> artistic work</p>	<p>MU:HI.HSAdv.Re7.a</p>	<p>Select, describe, and compare a <b>variety</b> of individual and small group musical <b>programs</b> from varied <b>cultures</b>, <b>genres</b>, and <b>historical periods</b>.</p>
	<p>MU:HI.HSAdv.Re7.b</p>	<p><b>Demonstrate</b> and justify how the <b>structural</b> characteristics function within a <b>variety</b> of musical selections, and distinguish how <b>context</b> (<b>social</b>, <b>cultural</b>, and <b>historical</b>) and creative decisions inform the response.</p>
<p><b>MU:HI.HSAdv.Re8</b> <b>Interpret intent</b> and meaning in artistic work</p>	<p>MU:HI.HSAdv.Re8.a</p>	<p>Establish and justify <b>interpretations</b> of the <b>expressive intent</b> and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art <b>forms</b>.</p>

<b>MU:HI.HSAdv.Re9</b> Apply <b>criteria</b> to evaluate artistic work	MU:HI.HSAdv.Re9.a	Develop and justify evaluations of a <b>variety</b> of individual and small group musical selections for listening based on <b>personally developed</b> and <b>established criteria</b> , <b>personal</b> decision making, and knowledge and understanding of <b>context</b> .
<b>Foundational Skills – Responding</b> 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. Italics denote skills that are the same as the previous level.		
<b>Reflect on Understanding</b>		<i>Interpret</i> the compositional and stylistic elements that differentiate various musical <b>genres</b> to their own <b>performance</b> or the <b>performance</b> of others.
		<i>Interpret</i> musical characteristics that make a <b>piece</b> of music appropriate for a specific event or function.
		Defend preference for specific <b>musical works</b> of <b>styles</b> using specific musical characteristics.
		<i>Interpret elements of music</i> most prominent in <b>repertoire</b> , and characteristics intended by the <b>composer</b> and/or <b>performer</b> to evoke a <b>mood</b> in a <b>piece</b> of music.
		<i>Use appropriate terminology to describe and explain music.</i>
		<i>Interpret</i> musical experiences orally and in writing with appropriate critique and terminology.
		<i>Show respect for <b>personal</b> work and the work of others through appropriate critique.</i>
	<i>Evaluate the effect of audience and <b>performers'</b> behavior on the <b>performance</b>.</i>	

## Harmonizing Instruments – HS Advanced

<b>Connecting (Cn)</b>		
<b>MU:HI.HSAdv.Cn10</b> Synthesize and relate knowledge and <b>personal</b> experiences to make art	MU:HI.HSAdv.Cn10.a	<b>Demonstrate</b> how interests, knowledge, and skills relate to <b>personal</b> choices and <b>intent</b> when creating, <b>performing</b> , and <b>responding</b> to music.
	MU:HI.HSAdv.Cn10.b	Use research and personally developed <b>criteria</b> to justify choices made when selecting music, citing knowledge of the music, and individual and <b>ensemble purpose</b> and <b>context</b> .
<b>MU:HI.HSAdv.Cn11</b> Relate artistic ideas and works with societal, <b>cultural</b> , and <b>historical context</b> to deepen understanding	MU:HI.HSAdv.Cn11.a	Justify how <b>context</b> can inform the <b>expressive intent</b> and meaning of a musical <b>performance</b> .
	MU:HI.HSAdv.Cn11.b	Analyze how music and other art <b>forms</b> involve and are affected by one's knowledge outside the arts.
<b>Foundational Skills – Connecting</b> The specific guidelines that the teacher provides for connecting musical works to personal experiences and to social, cultural, and historical contexts should include the following foundational skills in support of meeting Anchor Standards 10 and 11. Italics denote skills that are the same as the previous level.		
<b>Reflect on Understanding</b>		<i>Identify the <b>context</b> (e.g., <b>historical</b>, <b>social</b>, <b>cultural</b>) in which the <b>composer</b> wrote the <b>piece</b> being performed.</i>
		<i>Recognize <b>composers'</b> motivations for creating the music being performed by the students.</i>
		<i>Investigate and apply the developmental and <b>historical</b> characteristics of instrumental music to <b>performance</b> practice.</i>
		<i>Understand the relationship between music and various functions/events, including the musical characteristics that make a <b>piece</b> of music appropriate for a specific event or function.</i>
		<i>Understand the <b>connections</b> between music and other content areas as encountered in the <b>repertoire</b>, including <b>text settings</b>.</i>
		Defend preference for <b>musical works</b> and <b>styles</b> using specific musical characteristics.
		<i>Describe <b>personal</b> reactions to musical experiences, and identify which musical aspects evoke these reactions.</i>
	<i>Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.</i>	



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