

# MUSIC HARMONIZING INSTRUMENTS

CREATING						
<b>Anchor Standard 1: Generating and conceptualizing ideas.</b> <b>Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</b> <b>Essential Question(s): How do musicians generate creative ideas?</b>						
	Novice 1.3D.12nov.Cr1	Intermediate 1.3D.12int.Cr1	Proficient 1.3D.12prof.Cr1	Accomplished 1.3D.12acc.Cr1	Advanced 1.3D.12adv.Cr1	
Imagine	a. Create melodic, rhythmic, and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.	a. Create melodic, rhythmic, and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies.	a. Create melodic, rhythmic, and harmonic ideas for improvisations, compositions (e.g., theme and variation or 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).	a. Create melodic, rhythmic, and harmonic ideas for compositions (e.g., rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.	a. Create melodic, rhythmic, and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.	Imagine
CREATING						
<b>Anchor Standard 2: Organizing and developing ideas.</b> <b>Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.</b> <b>Essential Question(s): How do musicians make creative decisions?</b>						
	Novice 1.3D.12nov.Cr2	Intermediate 1.3D.12int.Cr2	Proficient 1.3D.12prof.Cr2	Accomplished 1.3D.12acc.Cr2	Advanced 1.3D.12adv.Cr2	
Plan, Make	a. Use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.	a. Use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies over specified chord progressions or AB /ABA forms as well as two-to-three-chord accompaniments for given melodies.	a. Use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more- chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).	a. Use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies.	a. Use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions and improvisations in a variety of styles as well as stylistically appropriate harmonization for given melodies.	Plan, Make

CREATING	Anchor Standard 3: Refining and completing products.				
	Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.				
Evaluate, Refine	Essential Question(s): How do musicians improve the quality of their creative work?				
	Novice 1.3D.12nov.Cr4	Intermediate 1.3D.12int.Cr3	Proficient 1.3D.12prof.Cr3	Accomplished 1.3D.12acc.Cr3	Advanced 1.3D.12adv.Cr3
a. Apply teacher or student-provided criteria to critique, improve, and refine drafts of simple melodies as well as chordal accompaniments for given melodies.	a. Apply teacher or student-provided criteria to critique, improve, and refine drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies.	a. Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).	a. Develop and apply criteria to critique, improve, and refine drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.	a. Develop and apply criteria to critique, improve, and refine drafts of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies.	Evaluate, Refine
b. Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.	b. Share final versions of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.	b. Perform final versions of improvisations, compositions (e.g., theme and variation, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g. arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition, improvisation and originality.	b. Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.	b. Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.	

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<b>PERFORMING</b>	<p><b>Anchor Standard 4: Selecting, analyzing, and interpreting work.</b></p> <p><b>Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</b></p> <p><b>Essential Question(s): How do performers select repertoire?</b></p>				
	<b>Novice</b> <b>1.3D.12nov.Pr4</b>	<b>Intermediate</b> <b>1.3D.12int.Pr4</b>	<b>Proficient</b> <b>1.3D.12prof.Pr4</b>	<b>Accomplished</b> <b>1.3D.12acc.Pr4</b>	<b>Advanced</b> <b>1.3D.12adv.Pr4</b>
<b>Select, Analyze, Interpret</b>	<p>a. Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.</p>	<p>a. Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, identified technical challenges that need to be addressed, and the performance context.</p>	<p>a. Explain the criteria used when selecting a varied collection of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).</p>	<p>a. Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</p>	<p>a. Develop and apply criteria for selecting a variety of pieces 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.</p>
	<p>b. Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading standard notation.</p>	<p>b. Identify prominent melodic, harmonic, and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading standard notation.</p>	<p>b. Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).</p>	<p>b. Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</p>	<p>b. Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.</p>
	<p>c. Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.</p>	<p>c. Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.</p>	<p>c. Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).</p>	<p>c. Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</p>	<p>c. Explain and present an understanding of the context (e.g., social, cultural, historical) and the creator’s intent in a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.</p>
<b>Select, Analyze, Interpret</b>					

<b>PERFORMING</b>	<b>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</b> <b>Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</b> <b>Essential Question(s): How do musicians improve the quality of their performance?</b>					
	<b>Novice</b> <b>1.3D.12nov.Pr5</b>	<b>Intermediate</b> <b>1.3D.12int.Pr5</b>	<b>Proficient</b> <b>1.3D.12prof.Pr5</b>	<b>Accomplished</b> <b>1.3D.12acc.Pr5</b>	<b>Advanced</b> <b>1.3D.12adv.Pr5</b>	
<b>Rehearse, Evaluate, Refine</b>	a. Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.	a. Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. 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 collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). 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 collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.	a. Develop and apply criteria, including feedback from multiple sources, to critique varied collection of music for performance programs (e.g., melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, as well as create rehearsal strategies to address performance challenges and refine the performances.	<b>Rehearse, Evaluate, Refine</b>
<b>PERFORMING</b>	<b>Anchor Standard 6: Conveying meaning through art.</b> <b>Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</b> <b>Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</b>					
	<b>Novice</b> <b>1.3D.12nov.Pr6</b>	<b>Intermediate</b> <b>1.3D.12int.Pr6</b>	<b>Proficient</b> <b>1.3D.12prof.Pr6</b>	<b>Accomplished</b> <b>1.3D.12acc.Pr6</b>	<b>Advanced</b> <b>1.3D.12adv.Pr6</b>	
<b>Present</b>	a. Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments, while demonstrating an understanding of the audience and the context.	a. Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).	a. Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).	a. Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).	a. Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).	<b>Present</b>

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<b>RESPONDING</b>						
<b>Anchor Standard 7: Perceiving and analyzing products.</b>						
<b>Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</b>						
<b>Essential Question(s): How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</b>						
	Novice 1.3D.12nov.Re7	Intermediate 1.3D.12int.Re7	Proficient 1.3D.12prof.Re7	Accomplished 1.3D.12acc.Re7	Advanced 1.3D.12adv.Re7	
<b>Select, Analyze</b>	a. Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.	a. Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.	a. Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.	a. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of music and 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.	<b>Select, Analyze</b>
	b. Identify and describe how interest, experiences, and contexts (e.g., personal, social) effect the evaluation of music.	b. Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music.	b. Develop and apply teacher or student-provided criteria based on personal preference, analysis, and context (e.g., personal, social, and cultural) to evaluate individual and small group musical selections for listening.	b. Apply personally developed criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.	b. Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally developed and established criteria, personal decision making, and knowledge and understanding of context.	
<b>RESPONDING</b>						
<b>Anchor Standard 8: Interpreting intent and meaning.</b>						
<b>Enduring Understanding: Through their use of elements and structures of music, creators and performers.</b>						
<b>Essential Question(s): How do we discern the musical creators' and performers' expressive intent?</b>						
	Novice 1.3D.12nov.Re8	Intermediate 1.3D.12int.Re8	Proficient 1.3D.12prof.Re8	Accomplished 1.3D.12acc.Re8	Advanced 1.3D.12adv.Re8	
<b>Interpret</b>	a. Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and the setting of the text (when appropriate).	a. Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and the setting of the text (when appropriate).	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 (e.g., personal, social, cultural), and the setting of the text (when appropriate), and outside sources.	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 (e.g., personal, social, cultural), the setting of the text (when appropriate), and varied researched sources.	a. Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including references to other art forms.	<b>Interpret</b>
<b>RESPONDING</b>						
<b>Anchor Standard 9: Applying criteria to evaluate products.</b>						
<b>Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</b>						
<b>Essential Question(s): How do we judge the quality of musical work(s) and performance(s)?</b>						
	Novice 1.3D.12nov.Re9	Intermediate 1.3D.12int.Re9	Proficient 1.3D.12prof.Re9	Accomplished 1.3D.12acc.Re9	Advanced 1.3D.12adv.Re9	
<b>Evaluate</b>	a. Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.	a. Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.	a. Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.	a. Explain how the analysis of the structures and context (e.g., social, cultural, historical) of contrasting musical selections informs the response.	a. Demonstrate and justify how the structure functions within a variety of musical selections, and distinguish how context (e.g., social, cultural, historical) and creative decisions inform the response.	<b>Evaluate</b>

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CONNECTING	<b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</b> <b>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</b> <b>Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?</b>				
	Novice 1.3D.12nov.Cn10	Intermediate 1.3D.12int.Cn10	Proficient 1.3D.12prof.Cn10	Accomplished 1.3D.12acc.Cn10	Advanced 1.3D.12adv.Cn10
Interconnection	a. Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	a. Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	a. Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5e, 1.3A.12int.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5e, 1.3A.12prof.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5e, 1.3A.12acc.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5e, 1.3A.12adv.Re7a</i>
CONNECTING	<b>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</b> <b>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</b> <b>Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</b>				
	Novice 1.3D.12nov.Cn11	Intermediate 1.3D.12int.Cn11	Proficient 1.3D.12prof.Cn11	Accomplished 1.3D.12acc.Cn11	Advanced 1.3D.12adv.Cn11
Interconnection	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12nov.Cr2a, 1.3A.12nov.Cr3b, 1.3A.12nov.Pr5e, 1.3A.12nov.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5e, 1.3A.12int.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12prof.Cr2a, 1.3A.12prof.Cr3b, 1.3A.12prof.Pr5e, 1.3A.12prof.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12acc.Cr2a, 1.3A.12acc.Cr3b, 1.3A.12acc.Pr5e, 1.3A.12acc.Re7a</i>	<i>This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12adv.Cr2a, 1.3A.12adv.Cr3b, 1.3A.12adv.Pr5e, 1.3A.12adv.Re7a</i>