Anchor Standard 1: Generate and conceptualize artistic ideas and work.

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

CREATING	Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Essential Question(s): How do musicians generate creative ideas?						
CRE₽	Novice	Intermediate	HS Proficient	HS Accomplished			
Imagine	harmonic ideas for simple melodies (such as two- phrase) and chordal accompaniments for given	MU:Cr1.1.H.8a Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.	MU:Cr1.1.H.Ia Generate melodic, rhythmic, and harmonic ideas for <i>improvisations</i> , <i>compositions</i> (forms such as theme and variation or 12-bar blues), and three-or-more- chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	MU:Cr1.1.H.IIa Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as	MU:Cr1.1.H.IIIa harmonic ideas (representing c improvisations stylistically app melodies.		
CREATING	Anchor Standard 2: Organize and develop artistic ideas and work. Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent. Essential Question(s): How do musicians make creative decisions?						
CRE/	Novice	Intermediate	HS Proficient	HS Accomplished			
Plan and Make	notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two-phrase) and chordal	MU:Cr2.1.H.8a Select, develop, and use standard notation <i>and</i> audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.	MU:Cr2.1.H.Ia Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <i>improvisations</i> , compositions (forms such as theme and variation or 12-bar blues), and three-or- more- chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as <i>rounded binary or</i> <i>rondo</i>), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given	MU:Cr2.1.H.IIIa notation and a melodic, rhythi compositions (styles), improv and stylistically given melodies		
CREATING	Anchor Standard 3: Refine and complete artistic work. Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their creative work?						
 CRE∕	Novice	Intermediate	HS Proficient	HS Accomplished			
Evaluate and Refine	MU:Cr3.1.H.5a Apply teacher-provided criteria to critique improve and refine drafts of simple	MU:Cr3.1.H.8a Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies.	MU:Cr3.1.H.Ia Develop and apply criteria to critique, improve, and refine drafts of <i>improvisations</i> , <i>compositions</i> (forms such as <i>theme and variation</i> or 12-bar blues) and three-or- more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).		MU:Cr3.1.H.IIIa critique, impro (<i>representing c</i> improvisations <i>stylistically app</i> melodies .		
	Enduring Understanding: Musicians' presentation of creative work is the culmination of a process of creation and communication Essential Question(s): When is creative work ready to share?						
	Novice	Intermediate	HS Proficient	HS Accomplished			
Present	MU:Cr3.2.H.5a Share final versions of simple melodies (such as two- phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize	MU:Cr3.2.H.8a Share final versions of melodies (created over specified chord progressions or AB / ABA forms) and two-to-three -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.	MU:Cr3.2.H.Ia <i>Perform</i> final versions of <i>improvisations</i> , <i>compositions</i> (forms such as <i>theme and variation</i> or 12-bar blues), and three-or- more -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating <i>technical skill</i> in applying principles of composition/improvisation and originality in developing and organizing musical ideas.	compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical	MU:Cr3.2.H.IIIa collection of co of forms and s different styles harmonization technical skill i composition/in developing and		

NATIONALCOREARTSSTANDARDS

HS Advanced					
H.IIIa Generate melodic, rhythmic, and deas for a <i>collection of compositions</i> <i>ng a variety of forms and styles</i>), ions in several different styles, and appropriate harmonizations for given	Imagine				
HS Advanced					
H.IIIa Select, develop, and use standard and audio/video recording to document sythmic, and harmonic ideas for drafts of ons (<i>representing a variety of forms and</i> provisations in several different styles, cally appropriate harmonizations for dies.	Plan and Make				
HS Advanced					
H.IIIa Develop and apply criteria to approve, and refine drafts of compositions ang a variety of forms and styles), ions in a variety of styles, and appropriate harmonizations for given	Evaluate and Refine				
HS Advanced					
H.IIIa Perform final versions of a <i>f compositions</i> (<i>representing a variety</i> <i>nd styles</i>), improvisations <i>in several</i> <i>tyles</i> , and <i>stylistically appropriate</i> tions for given melodies , demonstrating kill in applying principles of n/improvisation and originality in and organizing musical ideas .	Present				
Page 1. M					

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Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. 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. PERFORM Essential Question(s): How do performers select repertoire? Intermediate **HS Proficient HS** Accomplished Novice MU:Pr4.1.H.8a Describe and demonstrate how a MU:Pr4.1.H.Ia Explain the criteria used when MU:Pr4.1.H.5a Describe and demonstrate how a MU:Pr4.1.I varied repertoire of music that includes melodies, selecting a varied repertoire of music for individual MU:Pr4.1.H.IIa Develop and apply criteria for varied repertoire of music that includes melodies, selecting a repertoire pieces, and chordal accompaniments is or small group performances that include selecting a varied repertoire of music for individual repertoire pieces, and chordal accompaniments is for individu selected, based on personal interest, music reading and small group performances that include melodies, repertoire pieces, *improvisations*, and selected, based on personal interest, music reading include <mark>me</mark> skills, and technical skill (citing technical challenges chordal accompaniments in a variety of patterns melodies, repertoire pieces, improvisations, and skills, and technical skill, as well as the context of appropriate that need to be addressed) , as well as the context of (such as arpeggio, country and gallop strumming, chordal accompaniments in a variety of styles. the **performances**. in a variety the **performances**. finger picking patterns). Enduring Understanding: Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance? Novice Intermediate **HS Proficient HS Accomplished** MU:Pr4.2.H.Ia Identify and describe important MU:Pr4.2.H.8a Identify prominent melodic, MU:Pr4.2.H MU:Pr4.2.H.5a Identify prominent melodic and theoretical and structural characteristics and MU:Pr4.2.H.IIa Identify and describe important harmonic, and structural characteristics and theoretical narmonic characteristics in a varied repertoire of context (social, cultural, or historical) in a varied heoretical and structural characteristics and context (social, cultural, or historical) in a varied context (so music that includes melodies, repertoire pieces, and epertoire of music that includes melodies, context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire chordal accompaniments selected for performance, repertoire of music that includes melodies, repertoire pieces, *improvisations*, and chordal repertoire pieces, and chordal accompaniments programs ncluding at least some based on reading standard accompaniments in a variety of patterns (such as repertoire pieces, **improvisations**, and chordal stylistically selected for performance, including at least some notation. arpeggio, country and gallop strumming, finger accompaniments in a variety of styles. based on reading standard notation. improvisat picking patterns). Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works? **HS Proficient HS** Accomplished Novice Intermediate MU:Pr4.3.H.Ia Describe in interpretations the MU:Pr4.3.H MU:Pr4.3.H.8a Demonstrate and describe in context (social, cultural, or historical) and MU:Pr4.3.H.IIa *Explain* in **interpretations** the MU:Pr4.3.H.5a Demonstrate and describe in that demor interpretations an understanding of the context expressive intent in a varied repertoire of music context (social, cultural, and historical) and cultural, ar nterpretations an understanding of the context and (social, cultural, or historical) and expressive selected for performance that includes melodies, expressive intent in a varied repertoire of music expressive intent in a varied repertoire of music creator's in intent in a varied repertoire of music selected for selected for performance that includes melodies, repertoire pieces, *improvisations*, and chordal ī selected for performance that includes melodies, *of music* th performance that includes melodies, repertoire accompaniments in a variety of patterns (such as repertoire pieces, improvisations, and chordal repertoire pieces, and chordal accompaniments. stylistically pieces, and chordal accompaniments. arpeggio, country and gallop strumming, finger accompaniments in a variety of styles. improvisat picking patterns) .

NATIONALCOREARTSSTANDARDS

HS Advanced				
H.IIIa Develop and apply criteria for varied repertoire for a <i>program</i> of music ial and small group performances that lodies , repertoire pieces, <i>stylistically</i> <i>e accompaniments</i> , and improvisations <i>of contrasting</i> styles .	Select			
HS Advanced				
H.IIIa Identify and describe important and structural characteristics and ocial, cultural, and historical) in a varied of music selected for performance that includes melodies, repertoire pieces, appropriate accompaniments, and ions in a variety of contrasting styles.	Analyze			
HS Advanced				
H.IIIa Explain and <i>present</i> interpretations instrate and describe the context (social, and historical) and <i>an understanding of the</i> <i>intent in repertoire for varied programs</i> that include melodies, repertoire pieces, <i>appropriate</i> accompaniments, and ions in a variety of <i>contrasting</i> styles.	Interpret			

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PERFORMING	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?						
PERF	Novice	Intermediate	HS Proficient	HS Accomplished			
B Rehearse, Evaluate and Refine	MU:Pr5.1.H.5a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and refine the performances.	MU:Pr5.1.H.8a Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and <i>identify</i> practice strategies to address performance challenges and refine the performances.	MU:Pr5.1.H.Ia Develop and apply criteria to critique individual <i>and small group</i> performances of a varied repertoire of music that includes melodies , repertoire pieces, <i>improvisations</i> , and chordal accompaniments <i>in a variety of patterns</i> (<i>such as</i> <i>arpeggio, country and gallop strumming, finger</i> <i>picking patterns</i>), and <i>create rehearsal strategies</i> to address performance challenges and refine the performances.	MU:Pr5.1.H.IIa Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.	MU:Pr5.1.H. feedback fro. programs of pieces, stylis improvisation selected for if and create reachallenges a		
PERFORMING	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?						
PERFO	Novice	Intermediate	HS Proficient	HS Accomplished			
Present	MU:Pr6.1.H.5a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context .	MU:Pr6.1.H.8a Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments, demonstrating <i>sensitivity</i> to the audience and an <i>understanding of the context (social, cultural, or historical)</i> .	MU:Pr6.1.H.Ia Perform with expression and technical accuracy , in individual and <i>small group</i> <i>performance</i> s, a varied repertoire of music that includes melodies , repertoire pieces, <i>improvisations</i> , and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).	MU:Pr6.1.H.IIa Perform with expression and technical accuracy , in individual and small group performances , a varied repertoire of music that includes melodies , repertoire pieces, improvisations, and chordal accompaniments in a <i>variety of styles</i> , demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).	MU:Pr6.1.H technical ac performanc music that in stylistically of improvisation demonstrat understandi historical).		

NATIONALCOREARTSSTANDARDS

HS Advanced			
Illa Develop and apply criteria, including om multiple sources, to critique varied of music repertoire (melodies, repertoire stically appropriate accompaniments, ons in a variety of contrasting styles) individual and small group performance, ehearsal strategies to address performance and refine the performances.			
HS Advanced			
I.IIIa Perform with expression and ccuracy , in individual and small group ces , a varied repertoire for programs of includes melodies , repertoire pieces, <i>appropriate</i> accompaniments, and ions in a variety of contrasting styles , ting sensitivity to the audience and an ling of the context (social , cultural , and	Present		

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Anchor Standard 7: Perceive and analyze artistic work Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.							
DND	Essential Question(s): How do individuals choose music to experience?						
RESPONDING	Novice	Intermediate	HS Proficient	HS Accomplished			
RE		Τ		Γ			
	MU:Re7.1.H.5a Demonstrate and describe reasons	MU:Re7.1.H.8a Explain reasons for selecting music	MU:Re7.1.H.Ia Apply criteria to select music for a	MU:Re7.1.H.IIa Apply criteria to select music for a	MU:Re6.1.H.IIIa		
Select	for selecting music, based on characteristics founf	citing characteristics found in the music and	variety of purposes, justifying choices citing	variety of purpose, justifying choices citing	variety of individ		
Š	in the music and connections to interest, purpose	connections to interest, purpose, and context.	knowledge of the music and the specified purpose and context .	knowledge of music and specified purpose and context.	programs from v historical period		
	or personal experience.				nistorical period		
	Enduring Understanding: Response to music is inform Essential Question(s): How does understanding the s	ned by analyzing context(social, cultural, and historical tructure and context of music inform a response?) and how creator(s) or performer(s) manipulate the el	lements of music.			
	Novice	Intermediate	HS Proficient	HS Accomplished			
				•			
	MU:Re7.2.H.5a Demonstrate and explain, citing	MU:Re7.2.H.8a Describe how the way that the	MU:Re7.2.H.Ia Compare passages in musical	MU:Re7.2.H.IIa Explain how the analysis of the	MU:Re7.2.H.IIIa		
lyze	evidence, the use of repetition, similarities and	elements of music are manipulated and	selections and explain how the elements of music	structures and context (social, cultural, and	structural chara		
Analyze	contrasts in musical selections and how these and knowledge of the context (social or cultural)	knowledge of the context (social and cultural)	and context (social, cultural, or historical) inform	historical) of contrasting musical selections inform	of musical select (social, cultural,		
	inform the response.	inform the response.	the response.	the response.	decisions inform		
(7)	Anchor Standard 8: Interpret intent and meaning in a	rtistic work.					
NIC	Essential Understanding: Through their use of eleme	Essential Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.					
NO	Essential Question(s): How do we discern the musica	l creators' and performers' expressive intent?					
RESPONDING	Novice	Intermediate	HS Proficient	HS Accomplished			
~							
		T	T Contraction of the second	T	-		
			MU:Re8.1.H.la Explain and support	MU:Re8.1.H.IIa Explain and support			
t.	MU:Re8.1.H.5a Identify-interpretations of the	MU:Re8.1.H.8a Identify and support	interpretations of the expressive intent and	interpretations of the expressive intent and	MU:Re8.1.H.IIIa		
rpret	expressive intent and meaning of musical	interpretations of the expressive intent and	interpretations of the expressive intent and meaning of musical selections, citing as evidence	interpretations of the expressive intent and meaning of musical selections, citing as evidence	interpretations		
Interpret	expressive intent and meaning of musical selections, referring to the elements of music,	interpretations of the expressive intent and meaning of musical selections, citing as evidence	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context	interpretations of musi		
Interpret	expressive intent and meaning of musical	interpretations of the expressive intent and	interpretations of the expressive intent and meaning of musical selections, citing as evidence	interpretations of the expressive intent and meaning of musical selections, citing as evidence	interpretations		
	expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.	interpretations of the expressive intent and meaning of musical selections, <i>citing as evidence</i> <i>the treatment</i> of the elements of music, context, and (when appropriate) the setting of the text.	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when	interpretations of meaning of musi synthesizing vari		
	expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text. Anchor Standard 9: Apply criteria to evaluate artistic	interpretations of the expressive intent and meaning of musical selections, <i>citing as evidence</i> <i>the treatment</i> of the elements of music, context, and (when appropriate) the setting of the text. work.	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text , and outside sources.	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied	interpretations of meaning of musi synthesizing vari		
	expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text. Anchor Standard 9: Apply criteria to evaluate artistic Enduring Understanding: The personal evaluation of	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text. work. musical work(s) and performance(s) is informed by and	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text , and outside sources.	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied	interpretations of meaning of musi synthesizing vari		
	expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text. Anchor Standard 9: Apply criteria to evaluate artistic	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text. work. musical work(s) and performance(s) is informed by and	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text , and outside sources.	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied	interpretations of meaning of musi synthesizing vari		
RESPONDING Interpret	expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text. Anchor Standard 9: Apply criteria to evaluate artistic Enduring Understanding: The personal evaluation of Essential Question(s): How do we judge the quality of	interpretations of the expressive intent and meaning of musical selections, <i>citing as evidence</i> <i>the treatment</i> of the elements of music, context, and (when appropriate) the setting of the text. work. musical work(s) and performance(s) is informed by and f musical work(s) and performance(s)?	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources. HS Accomplished	interpretations of meaning of musi synthesizing vari reference to exan		
	expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text. Anchor Standard 9: Apply criteria to evaluate artistic Enduring Understanding: The personal evaluation of Essential Question(s): How do we judge the quality of	interpretations of the expressive intent and meaning of musical selections, <i>citing as evidence</i> <i>the treatment</i> of the elements of music, context, and (when appropriate) the setting of the text. work. musical work(s) and performance(s) is informed by an f musical work(s) and performance(s)? Intermediate	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources. Mysis, interpretation, and established criteria. HS Proficient MU:Re9.1.H.la Develop and apply teacher-	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources. HS Accomplished MU:Re9.1.H.IIa Apply personally-developed and	interpretations of meaning of musi synthesizing vari reference to exan		
	expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text. Anchor Standard 9: Apply criteria to evaluate artistic Enduring Understanding: The personal evaluation of Essential Question(s): How do we judge the quality o Novice MU:Re9.1.H.5a Identify and describe how interest,	interpretations of the expressive intent and meaning of musical selections, <i>citing as evidence</i> <i>the treatment</i> of the elements of music, context, and (when appropriate) the setting of the text. work. musical work(s) and performance(s) is informed by and f musical work(s) and performance(s)? Intermediate MU:Re9.1.H.8a <i>Explain the influence</i> of	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources. Music, interpretation, and established criteria. MU:Re9.1.H.Ia Develop and apply teacher- provided and established criteria based on	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources. HS Accomplished MU:Re9.1.H.IIa Apply personally-developed and established criteria based on research , personal	interpretations of meaning of musi synthesizing vari reference to exan MU:Re9.1.H.IIIa a variety of indiv		
	expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text. Anchor Standard 9: Apply criteria to evaluate artistic Enduring Understanding: The personal evaluation of Essential Question(s): How do we judge the quality on Novice MU:Re9.1.H.5a Identify and describe how interest, experiences, and contexts (personal or social)	interpretations of the expressive intent and meaning of musical selections, <i>citing as evidence</i> <i>the treatment</i> of the elements of music, context, and (when appropriate) the setting of the text. work. musical work(s) and performance(s) is informed by ana f musical work(s) and performance(s)? Intermediate MU:Re9.1.H.8a <i>Explain the influence</i> of experiences and contexts (personal, social, or	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources. Mysis, interpretation, and established criteria. MU:Re9.1.H.la Develop and apply teacher- provided and established criteria based on personal preference, analysis, and context	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources. HS Accomplished MU:Re9.1.H.IIa Apply personally-developed and established criteria based on research , personal preference, analysis, interpretation, expressive	interpretations of meaning of musi synthesizing vari reference to exact MU:Re9.1.H.IIIa a variety of indiv selections for list		
	expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text. Anchor Standard 9: Apply criteria to evaluate artistic Enduring Understanding: The personal evaluation of Essential Question(s): How do we judge the quality o Novice MU:Re9.1.H.5a Identify and describe how interest,	interpretations of the expressive intent and meaning of musical selections, <i>citing as evidence</i> <i>the treatment</i> of the elements of music, context, and (when appropriate) the setting of the text. work. musical work(s) and performance(s) is informed by and f musical work(s) and performance(s)? Intermediate MU:Re9.1.H.8a <i>Explain the influence</i> of	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources. Music, interpretation, and established criteria. MU:Re9.1.H.Ia Develop and apply teacher- provided and established criteria based on	interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources. HS Accomplished MU:Re9.1.H.IIa Apply personally-developed and established criteria based on research , personal	interpretations of meaning of musi synthesizing vari reference to exan MU:Re9.1.H.IIIa a variety of indiv		

NATIONALCOREARTSSTANDARDS

HS Advanced	
Select, describe, and compare a dual and small group musical varied cultures, genres, and ds.	Select
HS Advanced	
Demonstrate and justify how the acteristics function within a variety ctions, and distinguish how context , and historical) and creative n the response.	Analyze
HS Advanced	
Establish and justify of the expressive intent and sical selections by comparing and ried researched sources, including simples from other art forms.	Interpret
HS Advanced	
Develop and justify evaluations of vidual and small group musical stening based on personally- established criteria, personal a, and knowledge and of context.	Evaluate

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Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

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

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

Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?					
CONNE	Novice	Intermediate	HS Proficient	HS Accomplished	l L
	MU:Cn10.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: <i>MU:Cr3.2.H.5a Share final versions of simple melodies (such as two-phrase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.</i> <i>MU:Pr4.1.H.5a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skills, as well as the context of the performances.</i> <i>MU:Re7.1.H.5a Demonstrate and describe reasons for choosing musical selections, based on characteristics found in the music and connections to interest, purpose, or experiences.</i>	 MU:Cn10.0.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: MU:Cr3.2.H.8a Share final versions of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. MU:Pr4.1.H.8a Describe and demonstrate how a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skills (citing technical challenges that need to be addressed), as well as the context of the performances. MU:Re7.1.H.8a Cite reasons for how the musical selections use the elements of music and make connections to specific interests, purposes, and experiences. 	 MU:Cn10.0.H.la Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: MU:Cr3.2.H.la Perform final versions of improvisations, compositions (forms such as theme and variation or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating technical skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas. MU:Pr4.1.H.la Explain the criteria used when selecting a varied repertoire of music, based on personal interest and technical skills for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns). MU:Re7.1.H.la Cite reasons for choosing individual and small group musical selections for listening, based on characteristics found in the music, connections to interest, purpose, and context. 	 MU:Cn10.0.H.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: MU:Cr3.2.H.IIa Perform final versions of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies, demonstrating technical skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas. MU:Pr4.1.H.IIa Develop and apply criteria for selecting a varied repertoire of music, based on personal interest and technical skills for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles. 	MU:Cn10.0.H.IIIa knowledge, and sk and intent when cr responding to mus Embedded within: MU:Cr3.2.H.IIIa Pe collection of comp variety of forms an several different st appropriate harmo melodies, demonsi applying principles improvisation and and organizing mu MU:Pr4.1.H.IIIa De selecting a varied r program of music, and technical skills group performance repertoire pieces, s accompaniments, a different styles.

NATIONALCOREARTSSTANDARDS

HS Advanced

a Demonstrate how interests, skills relate to personal choices creating, performing, and nusic.

in:

Perform final versions of a npositions (representing a and styles), improvisations in t styles, and stylistically monizations for given nstrating technical skills in les of composition/ nd originality in developing nusical ideas.

Develop and apply criteria for d repertoire of music for a ic, based on personal interest ills, for individual and small nces that include melodies, es, stylistically appropriate s, and improvisations in several

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Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Щ	Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?				
SON	Novice	Intermediate	HS Proficient	HS Accomplished	
CONNE	Novice MU:Cn11.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. Embedded within: MU:Pr4.3.H.5a Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. MU:Re7.2.H.5a Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) influence the response.	IntermediateMU:Cn11.0.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.Embedded within: MU:Pr4.3.H.8a Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance.MU:Re7.2.H.8a Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) influence the response.	HS ProficientMU:Cn11.0.H.la Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.Embedded within: MU:Pr4.3.H.la Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, 	HS AccomplishedMU:Cn11.0.H.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.Embedded within: MU:Pr4.3.H.IIa Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles selected for performance.MU:Re7.2.H.IIa Explain how the analysis of the structures and context (social, cultural, and historical) from contrasting musical selections influence the response.MU:Re9.1.H.IIa Apply personally-developed	MU:Cn11.0.H.IIIa knowledge, and s and intent when responding to mu Embedded within MU:Pr4.3.H.IIIa II interpretations th the context (socia an understanding varied repertoire includes melodies stylistically appro- improvisations in MU:Re7.2.H.IIIa the structural cha variety of musica how context (socia
	MU:Re9.1.H.5a Identify and describe how interest, experiences and contexts (personal or social) effect the evaluation of music.	MU:Re9.1.H.8a Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.	MU:Re9.1.H.Ia Develop and apply teacher- provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.	and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.	creative decisions MU:Re9.1.H.IIIa evaluations of a v group musical sei personally-develo personal decision understanding of

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NATIONALCOREARTSSTANDARDS

HS Advanced

.IIIa Demonstrate how interests, nd skills relate to personal choices nen creating, performing, and o music.

ithin:

Ila Explain and present as that demonstrate and describe ocial, cultural, and historical) and ding of the creator's intent in pire for a program of music that dies, repertoire pieces, opropriate accompaniments, and as in several different styles.

IIa Demonstrate and justify how characteristics function within a sical selections, and distinguish (social, cultural, and historical) and ions influence the response.

Ila Develop and justify f a variety of individual and small I selections for listening based on veloped and established criteria, sion making, and knowledge and g of context.

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