





# Harmonizing Instruments




	Creating	Performing	Responding	Connecting
<b>Novice</b>	<p><b>1. Generate and Conceptualize Artistic Ideas</b>                      a. Generate melodic, rhythmic, and harmonic ideas for simple melodies (e.g., two-phase) and chordal accompaniments for given melodies.</p>	<p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b>                      a. Describe and <b>demonstrate</b> how a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments is selected based on personal interest, music reading skills, and technical skill, as well as the <b>context</b> of the <b>performances</b>.                      b. Identify prominent melodic and harmonic characteristics in a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments selected for <b>performance</b>, including some based on reading <b>standard notation</b>.                      c. <b>Demonstrate</b> and describe in <b>interpretations</b> an understanding of the <b>context</b> and expressive <b>intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments.</p>	<p><b>7. Perceive and Analyze Artistic Work</b>                      a. <b>Demonstrate</b> and describe reasons for selecting music, based on characteristics found in the music and connections to interest, <b>purpose</b>, or personal experience.                      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.</p>	<p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b>                      a. Identify and discuss the roles and impact music plays in your life and the lives of others.                      b. Identify reasons for selecting music based on connection to interest, and <b>purpose</b> or <b>context</b>.</p>
	<p><b>2. Organize and Develop Artistic Ideas and Work</b>                      a. <b>Select</b>, develop, and use <b>standard notation</b> or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (e.g., two-phase) and chordal accompaniments for given melodies.</p>	<p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b>                      a. Apply teacher-provided <b>criteria</b> to critique individual <b>performances</b> of a varied <b>repertoire</b> of music that includes melodies, <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>performance</b>.</p>	<p><b>8. Interpret Intent and Meaning in Artistic Work</b>                      a. Identify <b>interpretations</b> of the expressive <b>intent</b> and meaning of musical selections, referring to the <b>elements of music</b>, <b>context</b> (personal or social) and (when appropriate) the <b>setting of the text</b>.</p>	<p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b>                      a. Identify and explain how <b>context</b> (e.g., <b>social</b>, <b>cultural</b>, <b>historical</b>) can inform the expressive <b>intent</b> and meaning of a musical <b>performance</b>.                      b. Identify and explain how music is affected by your knowledge outside the arts (e.g., science, social studies, math, language arts).</p>
	<p><b>3. Refine and Complete Artistic Work</b>                      a. Apply teacher-provided <b>criteria</b> to critique, improve, and <b>refine</b> drafts of simple melodies (e.g., two-<b>phrase</b>) and chordal accompaniments for given melodies.                      b. <b>Share</b> final versions of simple melodies (e.g., two-phase) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.</p>	<p><b>6. Convey Meaning Through the Presentation of Artistic Work</b>                      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 melodies, <b>repertoire pieces</b>, and chordal accompaniments, demonstrating understanding of the audience and the <b>context</b>.</p>	<p><b>9. Apply Criteria to Evaluate Artistic Work</b>                      a. Identify and describe how interest, experiences, and <b>contexts</b> (personal or social) effect the evaluation of music.</p>	

	Creating	Performing	Responding	Connecting
<b>Intermediate</b>	<p><b>1. Generate and Conceptualize Artistic Ideas</b>                      a. Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified <b>chord progressions</b> or ABA/ABA forms) and two- to three-chord accompaniments for given melodies.</p>	<p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b>                      a. Describe and <b>demonstrate</b> how a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments is selected based on personal interest, music reading skills, and technical skill (citing <b>technical challenges</b> that need to be addressed), as well as the <b>context</b> of the <b>performances</b>.                      b. Identify prominent melodic, harmonic, and structural characteristics and <b>context</b> (social, cultural, or historical) in a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments selected for <b>performance</b>, including some based on reading <b>standard notation</b>.                      c. <b>Demonstrate</b> and describe in <b>interpretations</b> an understanding of the <b>context</b> (social, cultural, or historical) and expressive <b>intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments.</p>	<p><b>7. Perceive and Analyze Artistic Work</b>                      a. Explain reasons for selecting music citing characteristics found in the music and connections to interest, <b>purpose</b>, and <b>context</b>.                      b. Describe how the way that the <b>elements of music</b> are manipulated, and knowledge of the <b>context</b> (social and cultural) inform the response.</p>	<p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b>                      a. Identify and explain the roles and impact music plays in your life and the lives of others.                      b. Explain reasons for selecting music based on connections to interest, and <b>purpose</b> or <b>context</b>.</p>
	<p><b>2. Organize and Develop Artistic Ideas and Work</b>                      a. <b>Select</b>, develop, and use <b>standard notation</b> or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified <b>complex form</b> of AB/ABA forms) and two- to three-chord accompaniments for given melodies.</p>	<p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b>                      a. Apply teacher-provided <b>criteria</b> to critique individual <b>performances</b> of a varied <b>repertoire</b> of music that includes melodies, <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>performance</b>.</p>	<p><b>8. Interpret Intent and Meaning in Artistic Work</b>                      a. Identify and support <b>interpretations</b> of the expressive <b>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>.</p>	<p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b>                      a. Identify and explain how <b>context</b> (e.g., social, cultural, historical) can inform the expressive <b>intent</b> and meaning of a musical <b>performance</b>.                      b. Identify and explain how music is affected by your knowledge outside the arts (e.g., science, social studies, math, language arts).</p>
	<p><b>3. Refine and Complete Artistic Work</b>                      a. Apply teacher-provided <b>criteria</b> to critique, improve, and <b>refine</b> drafts of melodies (created over specified <b>chord progressions</b> of AB/ABA forms) and two- to three-chord accompaniments for given melodies.                      b. <b>Share</b> final versions of melodies (created over specified <b>chord progressions</b> of AB/ABA forms) and two- to three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.</p>	<p><b>6. Convey Meaning Through the Presentation of Artistic Work</b>                      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 melodies, <b>repertoire pieces</b>, and chordal accompaniments, demonstrating <b>sensitivity</b> to the audience and an understanding of the <b>context</b> (social, cultural, or historical).</p>	<p><b>9. Apply Criteria to Evaluate Artistic Work</b>                      a. Explain the influence of experiences and <b>contexts</b> (personal, social, or cultural) on interest in and the evaluation of a varied <b>repertoire</b> of music.</p>	

	Creating	Performing	Responding	Connecting
<b>HS Proficient</b>	<p><b>1. Generate and Conceptualize Artistic Ideas</b>                      a. Generate melodic, rhythmic, and harmonic ideas for <b>improvisations, compositions</b> (e.g., <b>theme and variation</b>, 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns).</p>	<p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b>                      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 includes melodies, <b>repertoire pieces, improvisations</b>, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns).                      b. Identify and describe important theoretical and structural characteristics and <b>context (social, cultural, or historical)</b> in a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns).                      c. Describe in <b>interpretations</b> an understanding of the <b>context (social, cultural, or historical)</b> and expressive <b>intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns).</p>	<p><b>7. Perceive and Analyze Artistic Work</b>                      a. Apply <b>criteria</b> to <b>select</b> music for specified <b>purposes</b>, supporting choices by citing characteristics found in the music and connections to interest, <b>purpose</b>, and <b>context</b>.                      b. Compare passages in musical selections and explain how the <b>elements of music and context (social and cultural)</b> inform the response.</p>	<p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b>                      a. <b>Demonstrate</b> how interests, knowledge, and skills relate to personal choices and <b>intent</b> when creative, <b>performing</b>, and <b>responding</b> to music.                      b. Apply <b>criteria</b> to <b>select</b> music for specified <b>purposes</b>, supporting choices by citing connections to interest, <b>purpose</b>, and <b>context</b>.</p>
	<p><b>2. Organize and Develop Artistic Ideas and Work</b>                      a. <b>Select</b>, develop, and use <b>standard notation</b> or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>improvisations, compositions</b> (e.g., <b>theme and variation</b>, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns).</p>	<p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b>                      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 melodies, <b>repertoire pieces, improvisations</b>, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns), and <b>create</b> rehearsal strategies to address <b>performance</b> challenges and <b>refine</b> the <b>performance</b>.</p>	<p><b>8. Interpret Intent and Meaning in Artistic Work</b>                      a. Explain and support <b>interpretations</b> of the expressive <b>intent</b> and meaning of musical selections, citing as evidence the treatment of the <b>elements of music, context (personal, social, and cultural)</b>, and (when appropriate) the <b>setting of the text</b>.</p>	<p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b>                      a. Explain and <b>analyze</b> how <b>context</b> can inform the expressive <b>intent</b> and meaning of a musical <b>performance</b>.                      b. Explain and <b>analyze</b> how music is affected by your knowledge outside the arts.</p>
	<p><b>3. Refine and Complete Artistic Work</b>                      a. Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>improvisations, compositions</b> (e.g., <b>theme and variation</b>, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns).                      b. <b>Perform</b> final versions of <b>improvisations, compositions</b> (e.g., <b>theme and variation</b>, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country strumming, finger picking patterns), demonstrating technical skill in applying principles of <b>composition/improvisation</b> and originality in developing and organizing musical ideas.</p>	<p><b>6. Convey Meaning Through the Presentation of Artistic Work</b>                      a. <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments (e.g., arpeggio, country strumming, finger picking patterns), demonstrating <b>sensitivity</b> to the audience and an understanding of the <b>context (social, cultural, or historical)</b>.</p>	<p><b>9. Apply Criteria to Evaluate Artistic Work</b>                      a. Develop and apply teacher-provided and <b>established criteria</b> based on personal preference, <b>analysis</b>, and <b>context (personal, social, and cultural)</b> to evaluate individual and small group musical listening.</p>	

	Creating	Performing	Responding	Connecting
<b>HS Accomplished</b>	<p><b>1. Generate and Conceptualize Artistic Ideas</b>                      a. Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> (e.g., rounded <b>binary</b>, <b>rondo</b>), <b>improvisations</b>, accompaniment patterns in a variety of <b>styles</b>, and <b>harmonizations</b> for given melodies.</p>	<p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b>                      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 melodies, <b>repertoire pieces</b>, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>.                      b. Identify and describe important theoretical and structural characteristics and <b>context</b> (<b>social</b>, <b>cultural</b>, <b>historical</b>) in a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>.                      c. Explain in <b>interpretations</b> an understanding of the <b>context</b> (<b>social</b>, <b>cultural</b>, or <b>historical</b>) and expressive <b>intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments in a variety of <b>styles</b>.</p>	<p><b>7. Perceive and Analyze Artistic Work</b>                      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>.                      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.</p>	<p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b>                      a. <b>Demonstrate</b> how interests, knowledge, and skills relate to personal choices and <b>intent</b> when creative, performing, and responding to music.                      b. Apply <b>criteria</b> to <b>select</b> music for a variety of <b>purposes</b>, justifying choices citing knowledge of the specified <b>purpose</b> and <b>context</b>.</p>
	<p><b>2. Organize and Develop Artistic Ideas and Work</b>                      a. <b>Select</b>, develop, and use <b>standard notation</b> or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>compositions</b> (e.g., rounded <b>binary</b>, <b>rondo</b>), <b>improvisations</b>, accompaniment patterns in a variety of <b>styles</b>, and <b>harmonizations</b> for given melodies.</p>	<p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b>                      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 melodies, <b>repertoire pieces</b>, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>, and <b>create</b> rehearsal strategies to address <b>performance</b> challenges and <b>refine</b> the <b>performance</b>.</p>	<p><b>8. Interpret Intent and Meaning in Artistic Work</b>                      a. Explain and support <b>interpretations</b> of the expressive <b>intent</b> and meaning of musical selections, citing 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.</p>	<p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b>                      a. <b>Analyze</b> how <b>context</b> can inform the expressive <b>intent</b> and meaning of a musical <b>performance</b>.                      b. <b>Analyze</b> how music is affected by your knowledge outside the arts.</p>
	<p><b>3. Refine and Complete Artistic Work</b>                      a. Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>compositions</b> (e.g., rounded <b>binary</b>, <b>rondo</b>), <b>improvisations</b>, accompaniment patterns in a variety of <b>styles</b>, and <b>harmonizations</b> for given melodies.                      b. <b>Perform</b> final versions of (e.g., rounded <b>binary</b>, <b>rondo</b>), <b>improvisations</b>, accompaniment patterns in a variety of <b>styles</b>, and <b>harmonizations</b> for given melodies, demonstrating technical skill in applying principles of <b>composition/improvisation</b> and originality in developing and organizing musical ideas.</p>	<p><b>6. Convey Meaning Through the Presentation of Artistic Work</b>                      a. <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes melodies, <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>, and <b>historical</b>).</p>	<p><b>9. Apply Criteria to Evaluate Artistic Work</b>                      a. Apply <b>personally-developed</b> and <b>established criteria</b> based on research, personal preference, <b>analysis</b>, <b>interpretation</b>, expressive <b>intent</b>, and musical qualities to evaluate contrasting individuals and small group musical selections for listening.</p>	

	Creating	Performing	Responding	Connecting
<b>HS Advanced</b>	<p><b>1. Generate and Conceptualize Artistic Ideas</b>                      a. Generate melodic, rhythmic, and harmonic ideas for a collection of <b>compositions</b> (representing a variety of forms and <b>styles</b>), <b>improvisations</b> in several different <b>styles</b>, and stylistically appropriate <b>harmonizations</b> for given melodies.</p>	<p><b>4. Select, Analyze, and Interpret Artistic Work for Performance</b>                      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 melodies, <b>repertoire pieces</b>, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>.                      b. Identify and describe important theoretical and structural characteristics and <b>context</b> (<b>social, cultural, historical</b>) in a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>.                      c. Explain in <b>interpretations</b> an understanding of the <b>context</b> (<b>social, cultural, or historical</b>) and expressive <b>intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments in a variety of <b>styles</b>.</p>	<p><b>7. Perceive and Analyze Artistic Work</b>                      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>.                      b. Explain how the <b>analysis</b> of the <b>structures</b> and <b>context</b> (<b>social, cultural, and historical</b>) of contrasting musical selections inform the response.</p>	<p><b>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</b>                      a. <b>Demonstrate</b> how interests, knowledge, and skills relate to personal choices and <b>intent</b> when creative, performing, and responding to music.                      b. Apply <b>criteria</b> to <b>select</b> music for a variety of <b>purposes</b>, justifying choices citing knowledge of the specified <b>purpose</b> and <b>context</b>.</p>
	<p><b>2. Organize and Develop Artistic Ideas and Work</b>                      a. <b>Select</b>, develop, and use <b>standard notation</b> or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>compositions</b> (representing a variety of forms and <b>styles</b>), <b>improvisations</b> in several different <b>styles</b>, and stylistically appropriate <b>harmonizations</b> for given melodies.</p>	<p><b>5. Develop and Refine Artistic Techniques and Work for Presentation</b>                      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 melodies, <b>repertoire pieces</b>, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>, and <b>create</b> rehearsal strategies to address <b>performance</b> challenges and <b>refine</b> the <b>performance</b>.</p>	<p><b>8. Interpret Intent and Meaning in Artistic Work</b>                      a. Explain and support <b>interpretations</b> of the expressive <b>intent</b> and meaning of musical selections, citing evidence the treatment of the <b>elements of music, context</b> (<b>personal, social, and cultural</b>), and (when appropriate) the <b>setting of the text</b> and varied researched sources.</p>	<p><b>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</b>                      a. <b>Analyze</b> how <b>context</b> can inform the expressive <b>intent</b> and meaning of a musical <b>performance</b>.                      b. <b>Analyze</b> how music is affected by your knowledge outside the arts.</p>
	<p><b>3. Refine and Complete Artistic Work</b>                      a. Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>compositions</b> (representing a variety of forms and <b>styles</b>), <b>improvisations</b> in several different <b>styles</b>, and stylistically appropriate <b>harmonizations</b> for given melodies                      b. <b>Perform</b> final versions of a collection of <b>compositions</b> (representing a variety of forms and <b>styles</b>), <b>improvisations</b> in several different <b>styles</b>, and stylistically appropriate <b>harmonizations</b> for given melodies, demonstrating technical skill in applying principles of <b>composition/improvisation</b> and originality in developing and organizing musical ideas.</p>	<p><b>6. Convey Meaning Through the Presentation of Artistic Work</b>                      a. <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes melodies, <b>repertoire pieces</b>, and chordal accompaniments, demonstrating <b>sensitivity</b> to the audience and an understanding of the <b>context</b> (<b>social, cultural, and historical</b>).</p>	<p><b>9. Apply Criteria to Evaluate Artistic Work</b>                      a. Apply <b>personally-developed</b> and <b>established criteria</b> based on research, personal preference, <b>analysis, interpretation</b>, expressive <b>intent</b>, and musical qualities to evaluate contrasting individuals and small group musical selections for listening.</p>	

**Foundational Skills: Creating**

The specific guidelines that the teacher provides for improvisation and composition should include the foundational skills below in support of meeting Anchor Standards 1-3. The italicized foundational skill denotes skills that are the same as the previous level.

	<b>Novice</b>	<b>Intermediate</b>	<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
<b>Improvisation</b>	Perform, use standard notation consistent with the genre (e.g., lead sheet), and audio record improvisation that is a minimum of 4 measures.	<i>Perform, use standard notation consistent with the genre (e.g., lead sheet), and audio record improvisation that is a minimum of 4 measures.</i>	Perform, use standard notation consistent with the genre (e.g., lead sheet), and audio record improvisation that is a minimum of 8 measures.	Perform, use standard notation consistent with the genre (e.g., lead sheet), and audio record improvisation that is a minimum of 12 measures.	Perform, use standard notation consistent with the genre (e.g., lead sheet), and audio record improvisation that is a minimum of 24 measures.
	Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.	<i>Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.</i>	Perform simple improvised melodies within an appropriate harmonic structure.	Perform with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression.	<i>Perform with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression.</i>
<b>Composition</b>	Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.	<i>Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.</i>	Use standard notation and audio record composition that is a minimum of 4 measures and is written for the student's own instrument.	Use standard notation and audio record composition that is a minimum of 8 measures and is written for the student's own instrument.	Use standard notation and audio record composition that is a minimum of 16 measures and is written for the student's own instrument.
	Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.	<i>Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.</i>	Explain and demonstrate how compositional choices (e.g., changing musical elements within a given song) effect the song.	<i>Explain and demonstrate how compositional choices (e.g., changing musical elements within a given song) effect the song.</i>	<i>Explain and demonstrate how compositional choices (e.g., changing musical elements within a given song) effect the song.</i>
	Replace or change some of the note values and/or pitches in composing a variation of a theme.	Replace or change some of the note values and/or pitches in composing a variation of a theme.	Transpose, arrange, and/or transcribe music.	Arrange short sections of a song using standard notation and a variety of musical elements.	<i>Arrange short sections of a song using standard notation and a variety of musical elements.</i>
	Use technology and multimedia to enhance knowledge and application of composing and arranging music (e.g., composing and sequencing software).	<i>Use technology and multimedia to enhance knowledge and application of composing and arranging music (e.g., composing and sequencing software).</i>	<i>Use technology and multimedia to enhance knowledge and application of composing and arranging music (e.g., composing and sequencing software).</i>	<i>Use technology and multimedia to enhance knowledge and application of composing and arranging music (e.g., composing and sequencing software).</i>	<i>Use technology and multimedia to enhance knowledge and application of composing and arranging music (e.g., composing and sequencing software).</i>



**Foundational Skills: Performing**

The knowledge and skills below are not representative of all necessary foundational skills. The purpose is to provide an essential list which must be present in support of meeting Anchor Standards 4-6.

The italicized foundational skill denotes skills that are the same as the previous level. Rigor increases as skills are applied to a leveled progression of repertoire.

	<b>Novice</b>	<b>Intermediate</b>	<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
<b>Application to Instrument (AI)</b>	Maintain a steady beat, with auditory assistance, while playing, individually and with others, the following note and rest values: whole, half, quarter, eighth, and corresponding dotted notes in simple meter.	Maintain a steady beat, with auditory assistance, while playing, individually and with others, sixteenth note and rest values, corresponding dotted notes, and elementary syncopation in simple meters.	Maintain a steady beat, with visual assistance, while playing, individually and with others, note and rest values in simple and complex meters as encountered in the repertoire.	Maintain a steady beat, without eternal assistance, while playing, individually and with others, note and rest values in complex and changing meters at faster tempos as encountered in the repertoire.	Maintain a steady beat, recognizing the macro and micro beat, while playing, individually and with others, note and rest values in complex and changing meters at faster tempos as encountered in the repertoire.
	Utilize musical symbols (e.g., fermata, repeat signs, double bar lines, note names).	<i>Utilize musical symbols encountered in the repertoire.</i>	<i>Utilize musical symbols encountered in the repertoire.</i>	<i>Utilize musical symbols encountered in the repertoire.</i>	<i>Utilize musical symbols encountered in the repertoire.</i>
	Perform fluently with key signature and accidental encountered in the repertoire.	<i>Perform fluently with key signature and accidental encountered in the repertoire.</i>	<i>Perform fluently with key signature and accidental encountered in the repertoire.</i>	<i>Perform fluently with key signature and accidental encountered in the repertoire.</i>	<i>Perform fluently with key signature and accidental encountered in the repertoire.</i>
	Chords: Guitar (e.g., major and minor chords in 1 <sup>st</sup> position) Piano (e.g., I-V6/5 chords in left hand in 3#’s-3b’s major)	Chords: Guitar (e.g., V7 chords in 1 <sup>st</sup> through 3 <sup>rd</sup> position(s)) Piano (e.g., I-IV-V6/5-I6 in left hand in 3#’s-3b’s major)	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)	Chords: Guitar (e.g., diminished and augmented) Piano (e.g., diminished and minor 3#’s-3b’s).	Chords: Guitar (e.g., all chords, multiple voicing) Piano (e.g., all chords)
	Perform independent parts while others play contrasting parts (e.g., level .5-1).	Perform independent parts while others play contrasting parts (e.g., level 1-2).	Perform independent parts while others play contrasting parts (e.g., level 2-3).	Perform independent parts while others play contrasting parts (e.g., level 3-5).	Perform independent parts while others play contrasting parts (e.g., level 5-6).
	Respond to basic conducting cues (e.g., tempo, dynamics).	<i>Respond to basic conducting cues (e.g., tempo, dynamics).</i>	Respond to basic conducting cues (e.g., phrasing, expression).	Respond to basic conducting cues (e.g., multi-meter).	Conduct an ensemble with appropriate gestures, tempo, expression, and cuing.
	Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.	<i>Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.</i>	<i>Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.</i>	<i>Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.</i>	<i>Perform scales, intervals, and arpeggios using appropriate technique as specified in the repertoire.</i>
	Individually perform repertoire that includes music in two parts (e.g., accompaniment and melody).	<i>Individually perform repertoire that includes music in two parts (e.g., accompaniment and melody).</i>	Individually perform repertoire that includes two voices (contrapuntal texture).	Perform repertoire that includes two voices (contrapuntal texture).	Individually perform repertoire that includes two active voices (counterpoint).
	Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.	<i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>	<i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>	<i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>	<i>Perform dynamics, timber, tempo, phrasing, and articulation in the repertoire.</i>
	Utilize basic characteristic tone.	Utilize basic characteristic tone with greater stability.	<i>Utilize basic characteristic tone with greater stability.</i>	<i>Utilize basic characteristic tone with greater stability.</i>	Perform with fluent expressive tone inclusive of appropriate dynamic range and depth of sound.
	Utilize proper hand positions and posture.	<i>Utilize proper hand positions and posture.</i>	<i>Utilize proper hand positions and posture.</i>	<i>Utilize proper hand positions and posture.</i>	<i>Utilize proper hand positions and posture.</i>
	Perform with awareness of intonation (e.g., guitar) and ensemble.	Perform with awareness of intonation (e.g., guitar) and ensemble, balance, and blend.	Perform with emerging accurate intonation (e.g., guitar) and ensemble, balance, and blend in support of the ensemble.	Perform with accurate intonation (e.g., guitar), balance, and blend in support of the ensemble.	<i>Perform with accurate intonation (e.g., guitar), balance, and blend in support of the ensemble.</i>
	Tune with teacher assistance.	Tune with teacher guidance.	Tune instrument to a given pitch and adjust to match pitch. Develop awareness of tuning to self and others.	Tune instrument a given pitch and adjust to match pitch. Demonstrate a consistent ability to tune to self and others.	Tune to chords with an understanding for the importance of their pitch within the chord structure.
Perform literature from memory.	<i>Perform literature from memory.</i>	<i>Perform literature from memory.</i>	<i>Perform literature from memory.</i>	<i>Perform literature from memory.</i>	
Demonstrate proper care and maintenance of instrument.	<i>Demonstrate proper care and maintenance of instrument.</i>	Demonstrate proper care and maintenance of instrument.	Demonstrate proper care and maintenance of instrument.	Demonstrate proper care and maintenance of instrument.	



**Foundational Skills: Performing**

The knowledge and skills below are not representative of all necessary foundational skills. The purpose is to provide an essential list which must be present in support of meeting Anchor Standards 4-6.

The italicized foundational skill denotes skills that are the same as the previous level. Increase rigor through progression of processing skills.

	<b>Novice</b>	<b>Intermediate</b>	<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
	Identify and describe ...	Identify and describe ...	Identify, describe, and explain ...	Identify, describe, explain, and analyze ...	Identify, describe, explain, analyze, and interpret ...
<b>Perform - Reflect on Understanding (PRU)</b>	Musical symbols encountered in repertoire (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).	<i>Musical symbols encountered in repertoire.</i>	<i>Musical symbols encountered in repertoire.</i>	<i>Musical symbols encountered in repertoire.</i>	<i>Musical symbols encountered in repertoire.</i>
	Steps and skips.	<i>Steps and skips.</i>	Intervals and chord structures.	<i>Intervals and chord structures.</i>	<i>Intervals and chord structures.</i>
	Key and time signatures.	<i>Key and time signatures.</i>	Function of key and time signatures.	<i>Function of key and time signatures.</i>	<i>Function of key and time signatures.</i>
	Simple musical forms and characteristics.	<i>Simple musical forms and characteristics.</i>	<i>Simple musical forms and characteristics.</i>	<i>Simple musical forms and characteristics.</i>	Synthesize characteristics of musical structure into performance practice.
	Elements of music (e.g., melody)	<i>Elements of music.</i>	<i>Elements of music.</i>	<i>Elements of music.</i>	<i>Elements of music.</i>
	Student's role (e.g., melody, harmony, accompaniment, foreground/background) within their ensemble.	<i>Student's role within their ensemble.</i>	<i>Student's role within their ensemble.</i>	<i>Student's role within their ensemble.</i>	<i>Student's role within their ensemble.</i>
	Relationships between mathematics as it occurs in the repertoire.	<i>Relationships between mathematics as it occurs in the repertoire.</i>	<i>Relationships between mathematics as it occurs in the repertoire.</i>	<i>Relationships between mathematics as it occurs in the repertoire.</i>	<i>Relationships between mathematics as it occurs in the repertoire.</i>
	One's own physical mechanics and skill level essential to playing the repertoire.	<i>One's own physical mechanics and skill level essential to playing the repertoire.</i>	<i>One's own physical mechanics and skill level essential to playing the repertoire.</i>	<i>One's own physical mechanics and skill level essential to playing the repertoire.</i>	<i>One's own physical mechanics and skill level essential to playing the repertoire.</i>
	Adjusting to the acoustic properties and the effect on the performers and the performance space.	<i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i>	<i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i>	<i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i>	<i>Adjusting to the acoustic properties and the effect on the performers and the performance space.</i>

**Foundational Skills: Responding**

The specific guidelines that the teacher provides for improvisation and composition should include the foundational skills below in support of meeting Anchor Standards 7-9. The italicized foundational skill denotes skills that are the same as the previous level. Increase rigor through progression of processing skills.

	<b>Novice</b>	<b>Intermediate</b>	<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
<b>Respond – Reflect on Understanding (RRU)</b>	How changing compositional elements of music (e.g., dynamics, articulation, tempo) can change the style and experience of the music.	How music can be transcribed from one music medium to another (e.g., one instrument to another, one ensemble to another).	The compositional and stylistic elements that differentiate various musical genres.	<i>The compositional and stylistic elements that differentiate various musical genres.</i>	The compositional and stylistic elements that differentiate various musical genres to their own performance or the performance of others.
	Musical characteristics that make a piece of music appropriate for a specific event or function.	<i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>	<i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>	<i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>	<i>Musical characteristics that make a piece of music appropriate for a specific event or function.</i>
	Their preference for specific musical works and styles.	<i>Their preference for specific musical works and styles.</i>	Special characteristics that make a piece of music appropriate for a specific event or function.	<i>Special characteristics that make a piece of music appropriate for a specific event or function.</i>	Defend their preference for specific musical works or styles using specific musical characteristics.
	Select elements of music.	Elements of music most prominent repertoire.	<i>Elements of music most prominent repertoire.</i>	<i>Elements of music most prominent repertoire.</i>	<i>Elements of music most prominent repertoire.</i>
	How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.	<i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i>	<i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i>	<i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i>	<i>How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.</i>
	Use appropriate terminology to describe and explain music.	<i>Use appropriate terminology to describe and explain music.</i>	<i>Use appropriate terminology to describe and explain music.</i>	<i>Use appropriate terminology to describe and explain music.</i>	<i>Use appropriate terminology to describe and explain music.</i>
	Use teacher specified criteria to evaluate a musical performance.	Use teacher or student specified criteria to evaluate a musical performance.	Use student specified criteria to evaluate a musical performance.	Musical experiences orally and in writing with appropriate critique and terminology.	<i>Musical experiences orally and in writing with appropriate critique and terminology.</i>
	Show respect for personal work and the work of others through appropriate critique.	<i>Show respect for personal work and the work of others through appropriate critique.</i>	<i>Show respect for personal work and the work of others through appropriate critique.</i>	<i>Show respect for personal work and the work of others through appropriate critique.</i>	<i>Show respect for personal work and the work of others through appropriate critique.</i>
	Evaluate the effect of audience and performers' behavior on the performance.	<i>Evaluate the effect of audience and performers' behavior on the performance.</i>	<i>Evaluate the effect of audience and performers' behavior on the performance.</i>	<i>Evaluate the effect of audience and performers' behavior on the performance.</i>	<i>Evaluate the effect of audience and performers' behavior on the performance.</i>

**Foundational Skills: Connecting**

The specific guidelines that the teacher provides for connecting and social/historical context should include the foundational skills below in support of meeting Anchor Standards 10-11.

The italicized foundational skill denotes skills that are the same as the previous level. Increase rigor through progression of processing skills.

	<b>Novice</b>	<b>Intermediate</b>	<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
<b>Connect – Reflect on Understanding (CRU)</b>	Identify the context (e.g., historical, social, cultural) in which the composer wrote the piece being performed.	<i>Identify the context the piece being performed.</i>	Describe the context (e.g., historical, social, cultural) in which the composer wrote the piece being performed.	<i>Describe the context in which the composer wrote the piece being performed.</i>	<i>Describe the context in which the composer wrote the piece being performed.</i>
	Recognize composers' motivations for creating the music being performed by the students.	<i>Recognize composers' motivations for creating the music being performed by the students.</i>	<i>Recognize composers' motivations for creating the music being performed by the students.</i>	<i>Recognize composers' motivations for creating the music being performed by the students.</i>	<i>Recognize composers' motivations for creating the music being performed by the students.</i>
	<i>Where new concepts are introduced in these standards with no explicit preparation at the earlier levels, the other standards specified for those earlier levels are meant as general preparation for the new concepts listed.</i>		Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.	<i>Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.</i>	<i>Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.</i>
	Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.	<i>Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.</i>	<i>Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.</i>	<i>Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.</i>	<i>Understand the relationship between music and various functions/events, including musical characteristics that make a piece of music appropriate for a specified event or function.</i>
	Understand the connections between music and other content areas as encountered in the repertoire, including text settings.	<i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>	<i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>	<i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>	<i>Understand the connections between music and other content areas as encountered in the repertoire, including text settings.</i>
	Identify their preference for specific musical works and styles.	<i>Identify their preference for specific musical works and styles.</i>	Distinguish specific musical characteristics that influence their preference for specific musical works and styles.	<i>Distinguish specific musical characteristics that influence their preference for specific musical works and styles.</i>	Distinguish musical preferences from music and peer group judgements.
	Elements of music.	Elements of music in repertoire.	Distinguish musical preferences from music and cultural judgements (e.g., I like because ___, It is good because ___, It is important because ___).	Distinguish musical preferences from music and peer group judgements.	<i>Distinguish musical preferences from music and peer group judgements.</i>
	Describe personal reactions to musical experiences, and identify which musical aspects evoke these reactions.	<i>Describe personal reactions to musical experiences, and identify which musical aspects evoke these reactions.</i>	Articulate personal reactions to musical experiences, and identify which musical aspects evoke these reactions.	<i>Articulate personal reactions to musical experiences, and identify which musical aspects evoke these reactions.</i>	Articulate personal 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 lifelong music-maker.	<i>Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.</i>	<i>Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.</i>	<i>Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.</i>	<i>Identify the roles/careers that musicians play in societies and investigate ways to be a lifelong music-maker.</i>