

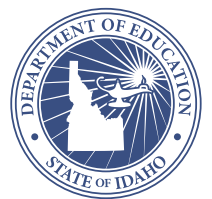


# IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES

MUSIC

*Harmonizing Instruments*



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# Idaho Fine Arts Standards – Harmonizing Instruments Strand

## Music - Harmonizing Instruments Strand

(e.g. Guitar, Keyboard)

Music - Harmonizing Instruments Strand (e.g. Guitar, Keyboard)						
Creating	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. Essential Question(s): How do musicians generate creative ideas?					Creating
	Novice		Intermediate		Proficient	
Imagine	MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies.	MU:Cr1.1.H.8a Generate melodic, rhythmic, and harmonic ideas for <b>melodies</b> ( <i>created over specified chord progressions or AB / ABA forms</i> ) and two-to-three-chord accompaniments for given melodies.	MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for <b>improvisations</b> , <b>compositions</b> ( <i>forms such as theme and variation or 12-bar blues</i> ), 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.1a Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> ( <i>forms such as rounded binary or rondo</i> ), <b>improvisations</b> , <b>accompaniment patterns</b> in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .	MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> ( <i>forms such as rounded binary or rondo</i> ), <b>improvisations</b> , <b>accompaniment patterns</b> in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .	Imagine
	Novice		Intermediate		Proficient	
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?					Creating
	Novice		Intermediate		Proficient	
Plan & Make	MU:Cr2.1.H.5a Select, develop, and use <b>standard notation</b> or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies.	MU:Cr2.1.H.8a Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>melodies</b> ( <i>created over specified chord progressions or AB / ABA forms</i> ) and two-to-three -chord accompaniments for given melodies.	MU:Cr2.1.H.1a Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>improvisations</b> , <b>compositions</b> ( <i>forms such as theme and variation or 12-bar blues</i> ), and three-or-more- chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).	MU:Cr2.1.H.1a Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>compositions</b> ( <i>forms such as rounded binary or rondo</i> ), <b>improvisations</b> , <b>accompaniment patterns</b> in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .	MU:Cr2.1.H.1a Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>compositions</b> ( <i>forms such as rounded binary or rondo</i> ), <b>improvisations</b> , <b>accompaniment patterns</b> in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .	Plan & Make
	Novice		Intermediate		Proficient	
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?					Creating
	Novice		Intermediate		Proficient	
Evaluate & Refine	MU:Cr3.1.H.5a Apply <b>teacher-provided criteria</b> to critique, improve, and <b>refine</b> drafts of simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies.	MU:Cr3.1.H.8a Apply <b>teacher-provided criteria</b> to critique, improve, and <b>refine</b> drafts of <b>melodies</b> ( <i>created over specified chord progressions or AB / ABA forms</i> ) and two-to-three -chord accompaniments for given melodies.	MU:Cr3.1.H.1a Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>improvisations</b> , <b>compositions</b> ( <i>forms such as theme and variation or 12-bar blues</i> ) 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.1a Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>compositions</b> ( <i>forms such as rounded binary or rondo</i> ), <b>improvisations</b> , <b>accompaniment patterns</b> in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .	MU:Cr3.1.H.1a Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>compositions</b> ( <i>forms such as rounded binary or rondo</i> ), <b>improvisations</b> , <b>accompaniment patterns</b> in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .	Evaluate & Refine
	Novice		Intermediate		Proficient	

# Idaho Fine Arts Standards – Harmonizing Instruments Strand

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?						
Creating	Novice	Intermediate	Proficient	Accomplished	Advanced	Creating
Present	MU:Cr3.2.H.5a <b>Share</b> final versions of simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal <b>musical ideas</b> .	MU:Cr3.2.H.8a <b>Share</b> final versions of <b>melodies</b> (created over specified <b>chord progressions</b> or <b>AB / ABA forms</b> ) and two-to-three -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal <b>musical ideas</b> .	MU:Cr3.2.H.1a <b>Perform</b> final versions of <b>improvisations</b> , <b>compositions (forms)</b> such as <b>theme and variation</b> or 12-bar blues) , and three-ormore -chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns ) , demonstrating <b>technical skill</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b> .	MU:Cr3.2.H.1a <b>Perform</b> final versions of <b>compositions (forms)</b> such as rounded <b>binary</b> or <b>rondo</b> ) , <b>improvisations</b> , accompaniment patterns in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> , demonstrating <b>technical skill</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b> .	MU:Cr3.2.H.1a <b>Perform</b> final versions of a collection of <b>compositions</b> (representing a variety of <b>forms</b> and <b>styles</b> ) , <b>improvisations</b> in several different <b>styles</b> , and <b>stylistically appropriate harmonizations</b> for given <b>melodies</b> , demonstrating <b>technical skill</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b> .	Present

# Idaho Fine Arts Standards – Harmonizing Instruments Strand

Music - Harmonizing Instruments Strand						
Performing	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. Essential Question(s): How do performers select repertoire?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Select	MU:Pr4.1.H.5a Describe and demonstrate how a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and <b>technical skill</b> , as well as the <b>context</b> of the <b>performances</b> .	MU:Pr4.1.H.8a Describe and demonstrate how a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and <b>technical skill</b> ( <i>citing <b>technical challenges</b> that need to be addressed</i> ), as well as the <b>context</b> of the <b>performances</b> .	MU:Pr4.1.H.1a <i>Explain the <b>criteria</b> used when selecting a varied <b>repertoire</b> of music for <b>individual</b> or <b>small group performances</b> that include <b>melodies</b>, repertoire pieces, <b>improvisations</b>, and chordal accompaniments in a variety of patterns (such as <i>arpeggio, country and gallop strumming, finger picking patterns</i>).</i>	MU:Pr4.1.H.1a <i>Develop and apply <b>criteria</b> for selecting a varied <b>repertoire</b> of music for individual and small group <b>performances</b> that include <b>melodies</b>, repertoire pieces, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>.</i>	MU:Pr4.1.H.1a <i>Develop and apply <b>criteria</b> for selecting a varied <b>repertoire</b> for a <b>program</b> of music for individual and small group <b>performances</b> that include <b>melodies</b>, repertoire pieces, <i>stylistically appropriate accompaniments</i>, and <b>improvisations</b> in a variety of contrasting <b>styles</b>.</i>	Select
Performing	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?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Analyze	MU:Pr4.2.H.5a Identify prominent melodic and harmonic characteristics in a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for <b>performance</b> , including at least some based on reading <b>standard notation</b> .	MU:Pr4.2.H.8a Identify prominent melodic, harmonic, and <b>structural</b> characteristics and <b>context</b> ( <i><b>social</b>, <b>cultural</b>, or <b>historical</b></i> ) in a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for <b>performance</b> , including at least some based on reading <b>standard notation</b> .	MU:Pr4.2.H.1a <i>Identify and describe important <b>theoretical</b> and <b>structural</b> characteristics and <b>context</b> (<b>social</b>, <b>cultural</b>, or <b>historical</b>) in a varied <b>repertoire</b> of music that includes <b>melodies</b>, repertoire pieces, <b>improvisations</b>, and chordal accompaniments in a variety of patterns (such as <i>arpeggio, country and gallop strumming, finger picking patterns</i>).</i>	MU:Pr4.2.H.1a <i>Identify and describe important <b>theoretical</b> and <b>structural</b> characteristics and <b>context</b> (<b>social</b>, <b>cultural</b>, and <b>historical</b>) in a varied <b>repertoire</b> of music that includes <b>melodies</b>, repertoire pieces, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>.</i>	MU:Pr4.2.H.1a <i>Identify and describe important <b>theoretical</b> and <b>structural</b> characteristics and <b>context</b> (<b>social</b>, <b>cultural</b>, and <b>historical</b>) in a varied <b>repertoire</b> of music selected for <b>performance programs</b> that includes <b>melodies</b>, repertoire pieces, <i>stylistically appropriate accompaniments</i>, and <b>improvisations</b> in a variety of contrasting <b>styles</b>.</i>	Analyze
Performing	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Interpret	MU:Pr4.3.H.5a Demonstrate and describe in <b>interpretations</b> an understanding of the <b>context</b> and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.8a Demonstrate and describe in <b>interpretations</b> an understanding of the <b>context</b> ( <i><b>social</b>, <b>cultural</b>, or <b>historical</b></i> ) and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.1a Describe in <b>interpretations</b> the <b>context</b> ( <b>social</b> , <b>cultural</b> , or <b>historical</b> ) and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a variety of patterns (such as <i>arpeggio, country and gallop strumming, finger picking patterns</i> ).	MU:Pr4.3.H.1a <i>Explain in <b>interpretations</b> the <b>context</b> (<b>social</b>, <b>cultural</b>, and <b>historical</b>) and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b>, repertoire pieces, <b>improvisations</b>, and chordal accompaniments in a variety of <b>styles</b>.</i>	MU:Pr4.3.H.1a <i>Explain and present <b>interpretations</b> that demonstrate and describe the <b>context</b> (<b>social</b>, <b>cultural</b>, and <b>historical</b>) and an understanding of the creator's <b>intent</b> in <b>repertoire</b> for varied <b>programs</b> of music that include <b>melodies</b>, repertoire pieces, <i>stylistically appropriate accompaniments</i>, and <b>improvisations</b> in a variety of contrasting <b>styles</b>.</i>	Interpret

## Idaho Fine Arts Standards – Harmonizing Instruments Strand

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?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Rehearse, Evaluate, & Refine	MU:Pr5.1.H.5a Apply <b>teacher-provided criteria</b> to critique individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and <b>refine</b> the performances.	MU:Pr5.1.H.8a Apply <b>teacher-provided criteria</b> to critique individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for performance, and <b>identify</b> practice strategies to address performance challenges and <b>refine</b> the performances.	MU:Pr5.1.H.1a Develop and apply <b>criteria</b> to critique individual <b>and small group performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> , and <b>create rehearsal strategies</b> to address performance challenges and <b>refine</b> the performances.	MU:Pr5.1.H.1a Develop and apply <b>criteria</b> to critique individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments <i>in a variety of styles</i> , and create rehearsal strategies to address performance challenges and <b>refine</b> the performances.	MU:Pr5.1.H.1a Develop and apply <b>criteria</b> , including <i>feedback from multiple sources</i> , to critique varied <b>programs</b> of music <b>repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles)</b> selected for individual and small group performance, and create rehearsal strategies to address performance challenges and <b>refine</b> the performances.	Rehearse, Evaluate, & Refine
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?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Present	MU:Pr6.1.H.5a <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the <b>context</b> .	MU:Pr6.1.H.8a <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , 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.1a <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> , in individual and <i>small group performances</i> , a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> , demonstrating sensitivity to the audience and an understanding of the <b>context (social, cultural, or historical)</b> .	MU:Pr6.1.H.1a <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> , in individual and small group <b>performances</b> , a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments <i>in a variety of styles</i> , demonstrating sensitivity to the audience and an understanding of the <b>context (social, cultural, and historical)</b> .	MU:Pr6.1.H.1a <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> , in individual and small group <b>performances</b> , a varied <b>repertoire</b> for <b>programs</b> of music that includes <b>melodies</b> , repertoire pieces, <i>stylistically appropriate</i> accompaniments, and <b>improvisations in a variety of contrasting styles</b> , demonstrating sensitivity to the audience and an understanding of the <b>context (social, cultural, and historical)</b> .	Present



# Idaho Fine Arts Standards – Harmonizing Instruments Strand

<b>Music - Harmonizing Instruments Strand</b>						
Connecting	<b>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</b> <b>Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</b> <b>Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?</b>					Connecting
	<b>Novice</b>	<b>Intermediate</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Advanced</b>	
	MU:Cn10.1.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn10.1.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	
Connecting	<b>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b> <b>Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</b> <b>Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?</b>					Connecting
	<b>Novice</b>	<b>Intermediate</b>	<b>Proficient</b>	<b>Accomplished</b>	<b>Advanced</b>	
	MU:Cn11.1.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.1.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.1.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.1.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	MU:Cn11.1.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	

\*Green text indicates modifications by Music Executive Committee members