

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 melodies (such as two- phrase) and chordal accompaniments for given melodies.	MU:Cr1.1.H.8a Generate melodic, rhythmic, and harmonic ideas for melodies (<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 improvisations , compositions (<i>forms such as theme and variation or 12-bar blues</i>), and three-or-more- chord accompaniments in a variety of patterns (<i>such as arpeggio, country and gallop strumming, finger picking patterns</i>).	MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for compositions (<i>forms such as rounded binary or rondo</i>), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies .	MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for compositions (<i>forms such as rounded binary or rondo</i>), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies .	MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (<i>representing a variety of forms and styles</i>), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies .
	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 standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies (such as two- phrase) and chordal accompaniments for given melodies.	MU:Cr2.1.H.8a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (<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 standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations , compositions (<i>forms such as theme and variation or 12-bar blues</i>), and three-or-more- chord accompaniments in a variety of patterns (<i>such as arpeggio, country and gallop strumming, finger picking patterns</i>).	MU:Cr2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (<i>forms such as rounded binary or rondo</i>), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies .	MU:Cr2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (<i>representing a variety of forms and styles</i>), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies .	MU:Cr2.1.H.1a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (<i>representing a variety of forms and styles</i>), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies .
	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 teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two- phrase) and chordal accompaniments for given melodies.	MU:Cr3.1.H.8a Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (<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 criteria to critique, improve, and refine drafts of improvisations , compositions (<i>forms such as theme and variation or 12-bar blues</i>) and three-or-more -chord accompaniments in a variety of patterns (<i>such as arpeggio, country and gallop strumming, finger picking patterns</i>).	MU:Cr3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of compositions (<i>forms such as rounded binary or rondo</i>), improvisations , accompaniment patterns in a variety of styles , and harmonizations for given melodies .	MU:Cr3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of compositions (<i>representing a variety of forms and styles</i>), improvisations in a variety of styles , and stylistically appropriate harmonizations for given melodies .	MU:Cr3.1.H.1a Develop and apply criteria to critique, improve, and refine drafts of compositions (<i>representing a variety of forms and styles</i>), improvisations in a variety of styles , and stylistically appropriate harmonizations for given melodies .
	Novice		Intermediate		Proficient	

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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 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 .	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.1a Perform final versions of improvisations , compositions (forms) such as theme and variation 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 technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .	MU:Cr3.2.H.11a 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 skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .	MU:Cr3.2.H.111a Perform final versions of a collection of compositions (representing a variety of forms and styles) , improvisations in several different styles , and stylistically appropriate harmonizations for given melodies , demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas .	Present

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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 repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and technical skill , as well as the context of the performances .	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 skill (<i>citing technical challenges that need to be addressed</i>), as well as the context of the performances .	MU:Pr4.1.H.1a <i>Explain the criteria used when selecting a varied repertoire of music for individual or small group performances that include melodies, repertoire pieces, improvisations, 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 criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</i>	MU:Pr4.1.H.11a Develop and apply criteria for selecting a varied repertoire for a program of music for individual and small group performances that include melodies , repertoire pieces, <i>stylistically appropriate accompaniments</i> , and improvisations in a variety of contrasting styles .	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 repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments selected for performance , including at least some based on reading standard notation .	MU:Pr4.2.H.8a Identify prominent melodic, harmonic, and structural characteristics and context (<i>social, cultural, or historical</i>) in a varied repertoire of music that includes melodies , repertoire pieces, and chordal accompaniments selected for performance , including at least some based on reading standard notation .	MU:Pr4.2.H.1a <i>Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, 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 theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</i>	MU:Pr4.2.H.11a Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies , repertoire pieces, <i>stylistically appropriate accompaniments</i> , and improvisations in a variety of contrasting styles .	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 interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.8a Demonstrate and describe in interpretations an understanding of the context (<i>social, cultural, or historical</i>) and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.1a Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies , repertoire pieces, improvisations , 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 interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</i>	MU:Pr4.3.H.11a Explain and <i>present</i> interpretations that demonstrate and describe the context (social, cultural, and historical) and <i>an understanding of the creator's intent in repertoire</i> for varied programs of music that include melodies , repertoire pieces, <i>stylistically appropriate accompaniments</i> , and improvisations in a variety of contrasting 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?					Performing
	Novice	Intermediate	Proficient	Accomplished	Advanced	
Rehearse, Evaluate, & 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 identify practice strategies to address performance challenges and refine the performances.	MU:Pr5.1.H.1a Develop and apply criteria to critique individual <i>and small group performances</i> of a varied repertoire of music that includes melodies , repertoire pieces, improvisations , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> , and create rehearsal strategies to address performance challenges and refine the performances.	MU:Pr5.1.H.1a 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 <i>in a variety of styles</i> , and create rehearsal strategies to address performance challenges and refine the performances.	MU:Pr5.1.H.1a Develop and apply criteria , including <i>feedback from multiple sources</i> , to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine 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 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.1a Perform with expression and technical accuracy , in individual and <i>small group performances</i> , a varied repertoire of music that includes melodies , repertoire pieces, improvisations , 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 context (social, cultural, or historical) .	MU:Pr6.1.H.1a 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 <i>in a variety of styles</i> , demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical) .	MU:Pr6.1.H.1a Perform with expression and technical accuracy , in individual and small group performances , a varied repertoire for programs of music that includes melodies , repertoire pieces, <i>stylistically appropriate</i> accompaniments, and improvisations in a variety of contrasting styles , demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical) .	Present

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Connecting	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Essential Question(s): How do musicians make meaningful connections to creating, performing, and responding?					Connecting
	Novice	Intermediate	Proficient	Accomplished	Advanced	
	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	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. Essential Question(s): How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?					Connecting
	Novice	Intermediate	Proficient	Accomplished	Advanced	
	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