

# Music: Harmonizing Instruments: High School Proficient

## CREATING

### 1 Generate and conceptualize artistic ideas and work.

- a Generate melodic, rhythmic, and harmonic ideas for improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns). **MU:CR1.1.H.I.A**
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### 2 Organize and develop artistic ideas and work.

- a Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns). **MU:CR2.1.H.I.A**
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### 3.1 Refine and complete artistic work.

- a Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (forms such as theme and variations or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns). **MU:CR3.1.H.I.A**
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### 3.2 Refine and complete artistic work.

- a Perform final versions of improvisations, compositions (forms such as theme and variations or 12-bar blues, and three-or-more-chord accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns), demonstrating technical skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas. **MU:CR3.2.H.I.A**
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## PERFORMING

### 4.1 Select, analyze, and interpret artistic work for presentation.

- a 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 arpeggio, country and gallop strumming, and finger picking patterns).

MU:PR4.1.H.I.A

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### 4.2 Select, analyze, and interpret artistic work for presentation.

- a 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 arpeggio, country and gallop strumming, and finger picking patterns).

MU:PR4.2.H.I.A

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### 4.3 Select, analyze, and interpret artistic work for presentation.

- a 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 choral accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns).

MU:PR4.3.H.I.A

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## 5 Develop and re fine artistic techniques and work for presentation.

- a Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.

MU:PR5.1.H.I.A

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## 6 Convey meaning through the presentation of artistic work.

- a Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

MU:PR6.1.H.I.A

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## RESPONDING

### 7.1 Perceive and analyze artistic work.

- a Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

MU:RE7.1.H.I.A

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### 7.2 Perceive and analyze artistic work.

- a Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.

MU:RE7.2.H.I.A

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**8 Interpret intent and meaning in artistic work.**

- a Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources. **MU:RE8.1.H.I.A**

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**9 Apply criteria to evaluate artistic work.**

- a Develop and apply teacher-provided and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening. **MU:RE9.1.H.I.A**

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**CONNECTING**

**10 Synthesize and relate knowledge and personal experiences to make art.**

- a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. **MU:CN10.1.H.I.A**

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**11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

- a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. **MU:CN11.1.H.I.A**