The specific guidelines that the teacher provides for improvisation and composition should include the following foundational skills in support of meeting Anchor Standards 1-3.

**Foundational Skills - Creating**

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**Improvisation**

- Use standard notation and audio record improvisation that is a minimum of 8 measures.
- Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord improvisations, compositions (forms such as rounded binary or rondo), and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.
- Select, develop, and use standard notation and audio record improvisation that is a minimum of 12 measures.
- Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord improvisations, compositions (forms such as rounded binary or rondo), and harmonizations for given melodies, demonstrating originality in developing and organizing musical ideas.

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**Composition**

- Use standard notation and audio record compositions that is a minimum of 4 measures and is written for the student's own instrument or other.
- Select, develop, and use standard notation and audio record compositions that is a minimum of 8 measures and is written for the student's own instrument or other.
- Generate melodic, rhythmic, and harmonic ideas for single melodies (such as two-phrase) and chordal accompaniments for given melodies.
- Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as theme and variation or 12-bar blues), and three-or-more-chord improvisations, compositions (forms such as rounded binary or rondo), and harmonizations for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.
## 2015 Arizona Academic Standards in the Arts
### Music - Harmonizing Instruments

#### Artistic Process - Performing

<table>
<thead>
<tr>
<th>Anchor Standard</th>
<th>HS Proficient</th>
<th>HS Advanced</th>
<th>MU.PR.4.HI.HS1a</th>
<th>MU.PR.4.HI.HS2a</th>
<th>MU.PR.4.HI.HS2b</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intermediate</strong></td>
<td>Describe and demonstrate how music is used as a means of communication to create and respond to various cultural, social, and historical contexts.</td>
<td>Utilize proper hand position and posture.</td>
<td>Intervals and chord structures.</td>
<td>Utilize musical symbols (e.g. fermata, repeat signs, decorative ornaments).</td>
<td>Perform individually repertoire that includes music in major and minor scales.</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>Students continue to develop skills in reading music notation, including pitch, rhythm, and melody.</td>
<td>Introducing rhythm patterns and articulation in the repertoire.</td>
<td>Perform fluently with key signature and accidental notation.</td>
<td>Perform with accurate intonation (e.g., guitar), including strumming, finger picking patterns, and create rehearsal strategies to develop and refine their individual performances.</td>
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</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>Students continue to develop skills in reading music notation, including pitch, rhythm, and melody.</td>
<td>Respond to basic conducting cues (e.g., tempo, dynamics, timbre, articulation in the repertoire).</td>
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<tr>
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<td>Whole and half step patterns in scales encountered in articulation in the repertoire.</td>
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<tr>
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<td>Their role within their ensemble.</td>
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### Foundational Skills - Performing

- The knowledge and skills described below are not representative of all possible foundational skills.
- Students should be introduced to foundational skills at all grade levels.

#### Foundational Skills

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<tr>
<th>Foundational Skill</th>
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<tr>
<td><strong>Intermediate</strong></td>
<td>Utilize proper hand position and posture.</td>
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<tr>
<td><strong>Intermediate</strong></td>
<td>Function of key and time signatures.</td>
</tr>
<tr>
<td><strong>HS Proficient</strong></td>
<td>Perform literature from memory.</td>
</tr>
<tr>
<td><strong>HS Advanced</strong></td>
<td>Identify and describe...</td>
</tr>
<tr>
<td><strong>Novice</strong></td>
<td>Identify and describe...</td>
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</table>

### Knowledge and Skills

- Students should be introduced to these skills at all grade levels.

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#### Performance

- Students should be introduced to these skills at all grade levels.

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#### Implications

- Students should be introduced to these skills at all grade levels.

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#### Additional Resources

- Additional resources are available for teachers and students in the 2015 Arizona Academic Standards in the Arts.

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Approved May 18, 2015
Foundation Skills - Responding

The specific guidelines that the teacher provides for analyzing, interpreting, and critiquing musical works should include the following foundational skills in support of meeting Anchor Standards 7-9.

1. Anchor Standard 7: Perceive and analyze artistic work

Intermediate

- Identify and describe how context, personal experiences, and physical space affect the interpretation of performance.
- Explain the impact of elements of music (e.g., dynamics, articulation, tempo) on the style and cultural influences of the music.
- Identify and describe the influence of elements of music on the composition and style of the music.
- Identify and describe how the changing elements of music (e.g., tempo, expression, dynamic range) can change the style and cultural influences of the music.

Proficient

- Identify and describe how context, personal experiences, and physical space affect the interpretation of performance.
- Explain the impact of elements of music (e.g., dynamics, articulation, tempo) on the style and cultural influences of the music.
- Identify and describe the influence of elements of music on the composition and style of the music.
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Accomplished

- Identify and describe how context, personal experiences, and physical space affect the interpretation of performance.
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2. Anchor Standard 8: Create artistic expressions

Intermediate

- Identify and describe the compositional and stylistic elements that make a piece of music appropriate for a specific event or function.
- Explain the role of the composer and the musical elements (e.g., motive, phrase, form) that make a piece of music appropriate for a specific event or function.
- Identify and describe the compositional and stylistic elements that make a piece of music appropriate for a specific event or function.
- Explain the role of the composer and the musical elements (e.g., motive, phrase, form) that make a piece of music appropriate for a specific event or function.

Proficient

- Identify and describe the compositional and stylistic elements that make a piece of music appropriate for a specific event or function.
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- Explain the role of the composer and the musical elements (e.g., motive, phrase, form) that make a piece of music appropriate for a specific event or function.

3. Anchor Standard 9: Participate in the making of artistic work

Intermediate

- Using appropriate terminology to describe and explain music, explain the role of the composer in the creation of music.
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4. Anchor Standard 10: Respond to the visual and performing arts

Intermediate

- Identify and describe how context, personal experiences, and physical space affect the interpretation of performance.
- Explain the impact of elements of music (e.g., dynamics, articulation, tempo) on the style and cultural influences of the music.
- Identify and describe the influence of elements of music on the composition and style of the music.
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5. Anchor Standard 11: Create and apply the knowledge and skills of the artist

Intermediate

- Identify and describe how context, personal experiences, and physical space affect the interpretation of performance.
- Explain the impact of elements of music (e.g., dynamics, articulation, tempo) on the style and cultural influences of the music.
- Identify and describe the influence of elements of music on the composition and style of the music.
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### Foundational Skills - Connecting

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<tr>
<th>Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art</th>
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<tbody>
<tr>
<td><strong>Artistic Process - Connecting</strong></td>
</tr>
<tr>
<td><strong>Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding</strong></td>
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<tr>
<td><strong>MU.CN.10.HI.5a</strong></td>
<td>Identify and explore the roles and impact music plays in one’s life and the lives of others.</td>
</tr>
<tr>
<td><strong>MU.CN.10.HI.5b</strong></td>
<td>Identify and explore the roles and impact music plays in one’s life and the lives of others.</td>
</tr>
<tr>
<td><strong>MU.CN.11.HI.HS1</strong></td>
<td>Identify and explore the roles and impact music plays in one’s life and the lives of others.</td>
</tr>
<tr>
<td><strong>MU.CN.10.HI.HS2a</strong></td>
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</tr>
<tr>
<td><strong>MU.CN.10.HI.HS2b</strong></td>
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</tr>
</tbody>
</table>

#### Anchor Standard #10 - Synthesize and relate knowledge and personal experiences to make art

| **MU.CN.10.HI.6a** | Identify and describe the relationships between music and other art forms (e.g., visual arts, literature, drama, dance, and theatrical production). |
| **MU.CN.10.HI.6b** | Identify and describe the relationships between music and other art forms (e.g., visual arts, literature, drama, dance, and theatrical production). |
| **MU.CN.11.HI.HS3a** | Identify and describe the relationships between music and other art forms (e.g., visual arts, literature, drama, dance, and theatrical production). |
| **MU.CN.11.HI.HS3b** | Identify and describe the relationships between music and other art forms (e.g., visual arts, literature, drama, dance, and theatrical production). |

#### Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding

| **MU.CN.10.HI.8a** | Relate musical experiences to societal, cultural, and historical contexts. |
| **MU.CN.10.HI.8b** | Relate musical experiences to societal, cultural, and historical contexts. |
| **MU.CN.11.HI.HS2a** | Relate musical experiences to societal, cultural, and historical contexts. |
| **MU.CN.11.HI.HS2b** | Relate musical experiences to societal, cultural, and historical contexts. |

### New Core Content Standards for Arizona Academic Standards in the Arts

- **MU.CN.10.HI.5a**: Identify and describe the roles and impact music plays in one’s life and the lives of others.
- **MU.CN.10.HI.5b**: Identify and describe the roles and impact music plays in one’s life and the lives of others.
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#### Content Standards for Arizona Academic Standards in the Arts

- **Mu.cn.10.hi.5a**: Identifying and describing the roles and impact music plays in one’s life and the lives of others.
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**Approved May 18, 2015**

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**Arizona Department of Education**

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