

# 2015 Arizona Academic Standards in the Arts

## Music - Harmonizing Instruments

### Artistic Process - Creating

#### Anchor Standard #1 - Generate and conceptualize artistic ideas and work

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.CR.1.HI.5a</b> a. Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	<b>MU.CR.1.HI.8a</b> a. Generate melodic, rhythmic, and harmonic ideas for melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.	<b>MU.CR.1.HI.HS1a</b> 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 strumming and finger picking patterns).	<b>MU.CR.1.HI.HS2a</b> a. Generate melodic, rhythmic, and harmonic ideas for compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	<b>MU.CR.1.HI.HS3a</b> a. Generate melodic, rhythmic, and harmonic ideas for a collection of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

#### Anchor Standard #2 - Organize and develop artistic ideas and work

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.CR.2.HI.5a</b> a. 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.	<b>MU.CR.2.HI.8a</b> a. Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.	<b>MU.CR.2.HI.HS1a</b> 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 strumming, finger picking patterns).	<b>MU.CR.2.HI.HS2a</b> a. Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	<b>MU.CR.2.HI.HS3a</b> a. Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (representing a variety of forms and styles), improvisations in several different styles, and stylistically appropriate harmonizations for given melodies.

#### Anchor Standard #3 - Refine and complete artistic work

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.CR.3.HI.5a</b> a. Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	<b>MU.CR.3.HI.8a</b> a. Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.	<b>MU.CR.3.HI.HS1a</b> a. Develop and apply criteria to critique, improve, and refine 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 strumming, finger picking patterns).	<b>MU.CR.3.HI.HS2a</b> a. Develop and apply criteria to critique, improve, and refine drafts of compositions (forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.	<b>MU.CR.3.HI.HS3a</b> a. Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of forms and styles), improvisations in a variety of styles, and stylistically appropriate harmonizations for given melodies.
<b>MU.CR.3.HI.5b</b> b. 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.	<b>MU.CR.3.HI.8b</b> b. 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.	<b>MU.CR.3.HI.HS1b</b> b. Perform final versions 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 strumming, finger picking patterns), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.	<b>MU.CR.3.HI.HS2b</b> b. 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.	<b>MU.CR.3.HI.HS3b</b> b. 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.

### Foundational Skills - Creating

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.

#### Improvisation

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Perform, use standard notation consistent with the genre (e.g. lead sheet), and audio record improvisation that is a minimum of 4 measures.	Perform, use standard notation consistent with the genre and audio record improvisation that is a minimum of 4 measures.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Perform, use standard notation consistent with the genre, and audio record improvisation that is a minimum of 8 measures.	Perform, use standard notation, consistent with the genre and audio record improvisation that is a minimum of 12 measures.	Perform, use standard notation, consistent with the genre 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.	Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</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.	Perform with expression, complex improvised melodies within an appropriate harmonic structure, over a chord progression.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>

#### Composition

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.	Use standard notation and audio record composition that is a minimum of 2 measures and is written for the student's own instrument.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Use standard notation and audio record composition that is a minimum of 4 measures and is written for the student's own instrument or others.	Use standard notation and audio record composition that is a minimum of 8 measures and is written for duet or small ensemble.	Create complete composition that is a minimum of 16 measures using student chosen guidelines and any notational system for solo with accompaniment or ensemble.
Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.	Describe how the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song.	Explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Explain and demonstrate how compositional choices, such as changing musical elements within a given song, effect the song.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Replace or change some of the note values and/or pitches in composing a variation on a theme.	Replace or change some of the note values and/or pitches in composing a variation on a theme.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Transpose, arrange, and/or transcribe music.	Arrange short sections of a song using standard notation and a variety of musical elements.	Arrange short sections of a song using standard notation and a variety of musical elements.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).	Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software).  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>



# 2015 Arizona Academic Standards in the Arts

## Music - Harmonizing Instruments

### Artistic Process - Responding

#### Anchor Standard #7 - Perceive and analyze artistic work

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.RE.7.HI.5a</b> a. Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose, or personal experience.	<b>MU.RE.7.HI.8a</b> a. Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.	<b>MU.RE.7.HI.HS1a</b> 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.	<b>MU.RE.7.HI.HS2a</b> a. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.	<b>MU.RE.7.HI.HS3a</b> a. Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.
<b>MU.RE.7.HI.5b</b> b. Demonstrate and explain, citing evidence, the use of repetition, similarities and contrasts in musical selections and how these and knowledge of the context (social or cultural) inform the response.	<b>MU.RE.7.HI.8b</b> b. Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) inform the response.	<b>MU.RE.7.HI.HS1b</b> b. Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.	<b>MU.RE.7.HI.HS2b</b> b. Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.	<b>MU.RE.7.HI.HS3b</b> b. Demonstrate and justify how the structural characteristics function within a variety of musical selections, and distinguish how context (social, cultural, and historical) and creative decisions inform the response.

#### Anchor Standard #8 - Interpret intent and meaning in artistic work

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.RE.8.HI.5a</b> a. Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.	<b>MU.RE.8.HI.8a</b> a. Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.	<b>MU.RE.8.HI.HS1a</b> 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.	<b>MU.RE.8.HI.HS2a</b> 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 varied researched sources.	<b>MU.RE.8.HI.HS3a</b> a. Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms.

#### Anchor Standard #9 - Apply criteria to evaluate artistic work

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.RE.9.HI.5a</b> a. Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.	<b>MU.RE.9.HI.8a</b> a. Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.	<b>MU.RE.9.HI.HS1a</b> 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.	<b>MU.RE.9.HI.HS2a</b> a. Apply personally-developed and established criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.	<b>MU.RE.9.HI.HS3a</b> a. Develop and justify evaluations of a variety of individual and small group musical selections for listening based on personally-developed and established criteria, personal decision making, and knowledge and understanding of context.

### Foundational 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.

#### Responding - Reflect on Understanding (RRU)

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Identify and describe... How changing compositional elements of music (e.g., dynamics, articulation, tempo) can change the style and experience of the music.	Identify and describe... How music can be transcribed from one music medium to another (e.g., one instrument to another, one ensemble to another).	Identify and describe... The compositional and stylistic elements that differentiate various musical genres.	Identify and describe... The compositional and stylistic elements that differentiate various musical genres.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify and describe... 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.	Musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Their preference for specific musical works and styles.	Their preference for specific musical works and styles.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Specific musical characteristics that influence their preference for specific musical works and styles.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Specific musical characteristics that influence their preference for specific musical works and styles.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Defend their preference for specific musical works of styles using specific musical characteristics.
Selected elements of music.	Elements of music most prominent in repertoire.	Elements of music most prominent in repertoire.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Elements of music most prominent in repertoire.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Elements of music most prominent in repertoire.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
How the changing elements of music (e.g., dynamics, tone, color, tempo) can affect the style of the music.	How the changing elements of music can affect the style of the music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	How the changing elements of music can affect the style of the music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	How the changing elements of music can affect the style of the music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	How the changing elements of music can affect the style of the music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Using appropriate terminology to describe and explain music.	Using appropriate terminology to describe and explain music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Using appropriate terminology to describe and explain music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Using appropriate terminology to describe and explain music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Using appropriate terminology to describe and explain music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	The characteristics intended by the composer and/or performer to evoke a mood in a piece of music.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Using teacher specified criteria to evaluate a musical performance.	Using teacher or student specified criteria to evaluate a musical performance.	Using student specified criteria to evaluate a musical performance.	Musical experiences orally and in writing with appropriate critique and terminology.	Musical experiences orally and in writing with appropriate critique and terminology.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Showing respect for personal work and the work of others through appropriate critique.	Showing respect for personal work and the work of others through appropriate critique.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Showing respect for personal work and the work of others through appropriate critique.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Showing respect for personal work and the work of others through appropriate critique.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Showing respect for personal work and the work of others through appropriate critique.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Evaluating the effect of audience and performers' behavior on the performance.	Evaluating the effect of audience and performers' behavior on the performance.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Evaluating the effect of audience and performers' behavior on the performance.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Evaluating the effect of audience and performers' behavior on the performance.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Evaluating the effect of audience and performers' behavior on the performance.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>

# 2015 Arizona Academic Standards in the Arts

## Music - Harmonizing Instruments

### Artistic Process - Connecting

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

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.CN.10.HI.5a</b> a. Identify and discuss the roles and impact music plays in one's life and the lives of others.	<b>MU.CN.10.HI.8a</b> a. Identify and explain the roles and impact music plays in one's life and the lives of others.	<b>MU.CN.10.HI.HS1a</b> a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<b>MU.CN.10.HI.HS2a</b> a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	<b>MU.CN.10.HI.HS3a</b> a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
<b>MU.CN.10.HI.5b</b> b. Identify reasons for selecting music based on connection to interest, and purpose or context.	<b>MU.CN.10.HI.8b</b> b. Explain reasons for selecting music citing connections to interest, purpose, and context.	<b>MU.CN.10.HI.HS1b</b> b. Apply criteria to select music for specified purposes, supporting choices by citing connections to interest, purpose, and context.	<b>MU.CN.10.HI.HS2b</b> b. Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the specified purpose and context.	<b>MU.CN.10.HI.HS3b</b> b. Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.

  

Anchor Standard #11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
<b>MU.CN.11.HI.5a</b> a. Identify and explain how context (e.g. social, cultural, historical) can inform the expressive intent and meaning of a musical performance.	<b>MU.CN.11.HI.8a</b> a. Identify and explain how context can inform the expressive intent and meaning of a musical performance.	<b>MU.CN.11.HI.HS1a</b> a. Explain and analyze how context can inform the expressive intent and meaning of a musical performance.	<b>MU.CN.11.HI.HS2a</b> a. Analyze how context can inform the expressive intent and meaning of a musical performance.	<b>MU.CN.11.HI.HS3a</b> a. Justify how context can inform the expressive intent and meaning of a musical performance.
<b>MU.CN.11.HI.5b</b> b. Identify and explain how music is affected by one's knowledge outside the arts (e.g. science, social studies, math, language arts).	<b>MU.CN.11.HI.8b</b> b. Identify and explain how music is affected by one's knowledge outside the arts	<b>MU.CN.11.HI.HS1b</b> b. Explain and analyze how music is affected by one's knowledge outside the arts	<b>MU.CN.11.HI.HS2b</b> b. Analyze how music is affected by one's knowledge outside the arts	<b>MU.CN.11.HI.HS3b</b> b. Analyze how music and other art forms involve and are affected by one's knowledge outside the arts

### Foundational Skills - Connecting

The specific guidelines that the teacher provides for connecting musical works to personal experiences and to social, cultural, and historical contexts should include the following foundational skills in support of meeting Anchor Standards 10 and 11.

#### Connecting - Reflect on Understanding (CRU)

Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Identify and describe... Identify the context (e.g., historical, social, cultural) in which the composer wrote the piece being performed.	Identify and describe... Identify the context in which the composer wrote the piece being performed.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify and describe... Identify the context in which the composer wrote the piece being performed.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify and describe... Identify the context in which the composer wrote the piece being performed.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify and describe... Identify the context in which the composer wrote the piece being performed.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Recognizing composers's motivations for creating the music being performed by the students.	Recognizing composers's motivations for creating the music being performed by the students.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Recognizing composers's motivations for creating the music being performed by the students.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Recognizing composers's motivations for creating the music being performed by the students.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Recognizing composers's motivations for creating the music being performed by the students.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Where new concepts are introduced in these standards with no explicit preparation at earlier levels, the other standards specified for those earlier levels are meant as general preparation for the new concepts listed.		Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.	Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Investigate and apply the developmental and historical characteristics of instrumental music to performance practice.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Understanding the relationship between music and various functions/events, including the musical characteristics that make a piece of music appropriate for a specific event or function.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Understanding the connections between music and other content areas as encountered in the repertoire, including text settings.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Identify their preference for specific musical works and styles.	Identify their preference for specific musical works and styles.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Distinguish musical characteristics that influence their preference for specific musical works and styles.	Distinguish musical characteristics that influence their preference for specific musical works and styles.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Defend their preference for musical works and styles using specific musical characteristics.
Elements of music.	Elements of music in repertoire.	Distinguishing musical preferences from music and cultural judgments (e.g., I like it because ____; it is good because ____; It is important because ____.)	Distinguishing musical preferences from music and peer group judgments.	Distinguishing musical preferences from music and peer group judgments.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>
Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>	Identify the roles/careers that musicians play in societies and investigate ways to be a life-long music maker.  <i>(NOTE: This foundational skill is the same as the previous level. Rigor should increase as skills are applied to a leveled progression of repertoire.)</i>