

# .3D Music Harmonizing Instruments Standards: Harmonizing Instruments

## Creating

### Anchor Standard 1 Generating and conceptualizing ideas.

#### Novice

- a Create melodic, rhythmic and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies. [1.3D.12NOV.CR1A](#)

#### Intermediate

- a Create melodic, rhythmic and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies. [1.3D.12INT.CR1A](#)

#### Proficient

- a Create melodic, rhythmic and harmonic ideas for improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns). [1.3D.12PROF.CR1A](#)

#### Accomplished

- a Create melodic, rhythmic and harmonic ideas for compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies. [1.3D.12ACC.CR1A](#)

#### Advanced

- a Create melodic, rhythmic and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies. [1.3D.12ADV.CR1A](#)

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## Anchor Standard 2 Organizing and developing ideas.

### Novice

- a Use standard notation or audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies. [1.3D.12NOV.CR2A](#)

### Intermediate

- a Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of melodies over specified chord progressions or AB /ABA forms as well as two-to-three-chord accompaniments for given melodies. [1.3D.12INT.CR2A](#)

### Proficient

- a Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more- chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns) [1.3D.12PROF.CR2A](#)

### Accomplished

- a Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies. [1.3D.12ACC.CR2A](#)

### Advanced

- a Use standard notation and audio/video recording to document melodic, rhythmic and harmonic ideas for drafts of compositions and improvisations in a variety of styles as well as stylistically appropriate harmonization for given melodies. [1.3D.12ADV.CR2A](#)

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### **Anchor Standard 3 Refining and completing products.**

#### Novice

- a** Apply teacher or student-provided criteria to critique, improve and refine drafts of simple melodies as well as chordal accompaniments for given melodies. **1.3D.12NOV.CR3A**
- b** Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. **1.3D.12NOV.CR3B**

#### Intermediate

- a** Apply teacher or student-provided criteria to critique, improve and refine drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies. **1.3D.12INT.CR3A**
- b** Share final versions of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas. **1.3D.12INT.CR3B**

#### Proficient

- a** Develop and apply criteria to critique, improve and refine drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). **1.3D.12PROF.CR3A**
- b** Perform final versions of improvisations, compositions (e.g., theme and variation, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g. arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition, improvisation and originality. **1.3D.12PROF.CR3B**

#### Accomplished

- a** Develop and apply criteria to critique, improve and refine drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies **1.3D.12ACC.CR3A**
- b** Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality. **1.3D.12ACC.CR3B**

#### Advanced

- a Develop and apply criteria to critique, improve, and refine drafts of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies. **1.3D.12ADV.CR3A**
  - b Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonization for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality. **1.3D.12ADV.CR3B**
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## Performing

### Anchor Standard 4 Selecting, analyzing and interpreting work.

#### Novice

- a Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context. **1.3D.12NOV.PR4A**
- b Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation. **1.3D.12NOV.PR4B**
- c Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments. **1.3D.12NOV.PR4C**

#### Intermediate

- a Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments is selected, based on personal interest, music reading skills, identified technical challenges that need to be addressed, and the performance context. **1.3D.12INT.PR4A**
- b Identify prominent melodic, harmonic, and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance, including some based on reading standard notation. **1.3D.12INT.PR4B**
- c Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces and chordal accompaniments **1.3D.12INT.PR4C**

#### Proficient

- a Explain the criteria used when selecting a varied collection of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns). **1.3D.12PROF.PR4A**
- b Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire

pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns). 1.3D.12PROF.PR4B

- c Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns). 1.3D.12PROF.PR4C

#### Accomplished

- a Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles. 1.3D.12ACC.PR4A
- b Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations and chordal accompaniments in a variety of styles. 1.3D.12ACC.PR4B
- c Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles. 1.3D.12ACC.PR4C

#### Advanced

- a Develop and apply criteria for selecting a variety of pieces for a program of music for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles. 1.3D.12ADV.PR4A
- b Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles. 1.3D.12ADV.PR4B
- c Explain and present an understanding of the context (e.g., social, cultural, historical) and the creator's intent in a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles. 1.3D.12ADV.PR4C

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**Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.**

Novice

- a Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances. **1.3D.12NOV.PR5A**

Intermediate

- a Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances. **1.3D.12INT.PR5A**

Proficient

- a Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances. **1.3D.12PROF.PR5A**

Accomplished

- a Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances. **1.3D.12ACC.PR5A**

Advanced

- a Develop and apply criteria, including feedback from multiple sources, to critique varied collection of music for performance programs (e.g., melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, as well as create rehearsal strategies to address performance challenges and refine the performances. **1.3D.12ADV.PR5A**

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## Anchor Standard 6 Conveying meaning through art

### Novice

- a Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating an understanding of the audience and the context. **1.3D.12NOV.PR6A**

### Intermediate

- a Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical). **1.3D.12INT.PR6A**

### Proficient

- a Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical). **1.3D.12PROF.PR6A**

### Accomplished

- a Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical). **1.3D.12ACC.PR6A**

### Advanced

- a Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical). **1.3D.12ADV.PR6A**
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## Responding

### Anchor Standard 7 Perceiving and analyzing products

#### Novice

- a Identify reasons for selecting music based on characteristics found in the music, connection to interest and purpose or context. **1.3D.12NOV.RE7A**
- b Identify and describe how interest, experiences and contexts (e.g., personal, social) effect the evaluation of music. **1.3D.12NOV.RE7B**

#### Intermediate

- a Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context. **1.3D.12INT.RE7A**
- b Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music. **1.3D.12INT.RE7B**

#### Proficient

- 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. **1.3D.12PROF.RE7A**
- b Develop and apply teacher or student-provided criteria based on personal preference, analysis and context (e.g., personal, social, cultural) to evaluate individual and small group musical selections for listening. **1.3D.12PROF.RE7B**

#### Accomplished

- a Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of music and specified purpose and context. **1.3D.12ACC.RE7A**
- b Apply personally developed criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening. **1.3D.12ACC.RE7B**

#### Advanced

- a Select, describe and compare a variety of individual and small group musical programs from varied cultures, genres and historical periods. **1.3D.12ADV.RE7A**
- b 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. **1.3D.12ADV.RE7B**

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## **Anchor Standard 8 Interpreting intent and meaning.**

### Novice

- a Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal, social), and the setting of the text (when appropriate). [1.3D.12NOV.RE8A](#)

### Intermediate

- 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 the setting of the text (when appropriate). [1.3D.12INT.RE8A](#)

### Proficient

- 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 (e.g., personal, social, cultural), the setting of the text (when appropriate), and outside sources. [1.3D.12PROF.RE8A](#)

### Accomplished

- 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 (e.g., personal, social, cultural), the setting of the text (when appropriate), and varied researched sources. [1.3D.12ACC.RE8](#)

### Advanced

- a Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including references to other art forms [1.3D.12ADV.RE8](#)

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**Anchor Standard 9 Applying criteria to evaluate products.**

Novice

- a Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music. [1.3D.12NOV.RE9A](#)

Intermediate

- a Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response. [1.3D.12INT.RE9A](#)

Proficient

- a Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response. [1.3D.12PROF.RE9A](#)

Accomplished

- a Explain how the analysis of the structures and context (e.g., social, cultural, historical) of contrasting musical selections informs the response. [1.3D.12ACC.RE9A](#)

Advanced

- a Demonstrate and justify how the structure functions within a variety of musical selections, and distinguish how context (e.g., social, cultural, historical) and creative decisions inform the response. [1.3D.12ADV.RE9A](#)
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## Connecting

### **Anchor Standard 10** Synthesizing and relating knowledge and personal experiences to create products.

#### Novice

- a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. [1.3C.12NOV.CN10A](#)

#### Intermediate

- a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. [1.3C.12INT.CN10A](#)

#### Proficient

- a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. [1.3B.12PROF.CN10A](#)

#### Accomplished

- a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music. [1.3B.12ACC.CN10A](#)

#### Advanced

- a Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing and responding to music. [1.3B.12ADV.C1A](#)

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**Anchor Standard 11** Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding

Novice

- a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life. [1.3C.12NOV.CN11A](#)

Intermediate

- a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. [1.3C.12INT.CN11A](#)

Proficient

- a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. [1.3B.12PROF.CN11A](#)

Accomplished

- a Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. [1.3B.12ACC.CN11A](#)

Advanced

- a Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music [1.3B.12ADV.C1A](#)