



Delaware Standards for Visual and Performing Arts

Grade-Level & Proficiency-Level Expectations

High School

Harmonizing Instruments

MUSIC

CONNECTING				
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.				
MU:Cn10.1Ha				
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?				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cn10.1.H.5a	MU:Cn10.1.H.8a	MU:Cn10.1.H.Ia	MU:Cn10.1.H.IIa	MU:Cn10.1.H.IIIa
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
I CAN show what I like and know when I create, perform, and respond to music.	I CAN demonstrate how my interests, knowledge, and skills relate to the choices I make when creating, performing, and responding to music.	I CAN demonstrate how my interests, knowledge, and skills relate to the choices I make when creating, performing, and responding to music.	I CAN demonstrate how my interests, knowledge, and skills relate to the choices I make when creating, performing, and responding to music.	I CAN demonstrate how my interests, knowledge, and skills relate to the choices I make when creating, performing, and responding to music.
Embedded within: <i>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.</i>	Embedded within: <i>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.</i>	Embedded within: <i>MU:Cr3.2.H.Ia 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 and gallop strumming, finger picking patterns),</i>	Embedded within: <i>MU:Cr3.2.H.IIa 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 skills in applying principles of composition/improvisation and</i>	Embedded within: <i>MU:Cr3.2.H.IIIa 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 skills in applying</i>

MUSIC: High School (Harmonizing Instruments) STANDARDS ~ Horizontal I CAN Statements ~ CONNECTING

<p><i>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 skills, as well as the context of the performances.</i></p> <p><i>MU:Re7.1.H.5a Demonstrate and describe reasons for choosing musical selections, based on characteristics found in the music and connections to interest, purpose, or experiences.</i></p>	<p><i>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 skills (citing technical challenges that need to be addressed), as well as the context of the performances.</i></p> <p><i>MU:Re7.1.H.8a Cite reasons for how the musical selections use the elements of music and make connections to specific interests, purposes, and experiences.</i></p>	<p><i>demonstrating technical skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</i></p> <p><i>MU:Pr4.1.H.Ia Explain the criteria used when selecting a varied repertoire of music, based on personal interest and technical skills 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, finger picking patterns).</i></p> <p><i>MU:Re7.1.H.Ia Cite reasons for choosing individual and small group musical selections for listening, based on characteristics found in the music, connections to interest, purpose, and context.</i></p>	<p><i>originality in developing and organizing musical ideas.</i></p> <p><i>MU:Pr4.1.H.IIa Develop and apply criteria for selecting a varied repertoire of music, based on personal interest and technical skills for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</i></p>	<p><i>principles of composition/improvisation and originality in developing and organizing musical ideas.</i></p> <p><i>MU:Pr4.1.H.IIIa Develop and apply criteria for selecting a varied repertoire of music for a program of music, based on personal interest and technical skills, for individual and small group performances that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in several different styles.</i></p>
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CONNECTING				
Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.				
MU:Cn11.1Ha				
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?				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cn11.1.H.5a	MU:Cn11.1.H.8a	MU:Cn11.1.H.Ia	MU:Cn11.1.H.IIa	MU:Cn11.1.H.IIIa
Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
I CAN show what I like and know when I create, perform, and respond to music.	I CAN demonstrate how my interests, knowledge, and skills relate to the choices I make when creating, performing, and responding to music.	I CAN demonstrate how my interests, knowledge, and skills relate to the choices I make when creating, performing, and responding to music.	I CAN demonstrate how my interests, knowledge, and skills relate to the choices I make when creating, performing, and responding to music.	I CAN demonstrate how my interests, knowledge, and skills relate to the choices I make when creating, performing, and responding to music.
Embedded within: <i>MU:Pr4.3.H.5a Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance.</i>	Embedded within: <i>MU:Pr4.3.H.8a Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance.</i>	Embedded within: <i>MU:Pr4.3.H.Ia Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio,</i>	Embedded within: <i>MU:Pr4.3.H.IIa Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles selected for performance.</i>	Embedded within: <i>MU:Pr4.3.H.IIIa Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator’s intent in varied repertoire for a program of music that includes melodies, repertoire pieces, stylistically</i>

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<p><i>MU:Re7.2.H.5a 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) influence the response.</i></p> <p><i>MU:Re9.1.H.5a Identify and describe how interest, experiences and contexts (personal or social) effect the evaluation of music.</i></p>	<p><i>MU:Re7.2.H.8a Describe how the way that the elements of music are manipulated and knowledge of the context (social and cultural) influence the response.</i></p> <p><i>MU:Re9.1.H.8a Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.</i></p>	<p><i>country and gallop strumming, finger picking patterns) selected for performance.</i></p> <p><i>MU:Re7.2.H.1a Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) influence the response.</i></p> <p><i>MU:Re9.1.H.1a 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.</i></p>	<p><i>MU:Re7.2.H.IIa Explain how the analysis of the structures and context (social, cultural, and historical) from contrasting musical selections influence the response.</i></p> <p><i>MU:Re9.1.H.IIa 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.</i></p>	<p><i>appropriate accompaniments, and improvisations in several different styles.</i></p> <p><i>MU:Re7.2.H.IIIa 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 influence the response.</i></p> <p><i>MU:Re9.1.H.IIIa 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.</i></p>
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