



# **Delaware Standards for Visual and Performing Arts**

**Grade-Level & Proficiency-Level Expectations**

**High School**

***Harmonizing Instruments***

**MUSIC**

CREATING				
Anchor Standard 1: Generate and conceptualize artistic ideas and work.				
MU:Cr1.1Ha				
Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.				
Essential Question(s): How do musicians generate creative ideas?				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cr1.1.H.5a	MU:Cr1.1.H.8a	MU:Cr1.1.H.Ia	MU:Cr1.1.H.IIa	MU:Cr1.1.H.IIIa
Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two phrase) and chordal accompaniments for given melodies.	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.	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, finger picking patterns).	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.	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.
I CAN make a short song that includes a melody, harmony, and rhythms.	I CAN create a short song that includes a melody, harmony, and rhythms, using specific chords and form.	I CAN create music including melodic, rhythmic, and harmonic ideas for improvisations and/or compositions using a variety of chords and accompaniment patterns.	I CAN create music including rhythmic, and harmonic ideas for improvisations; accompaniment patterns, forms, and compositions using a variety of styles, for a given melody.	I CAN create a collection of Improvisations and/or compositions with melodic, rhythmic, and harmonic ideas in a variety of appropriate styles for a given melody.

CREATING				
Anchor Standard 2: Organize and develop artistic ideas and work.				
MU:Cr2.1Ha				
Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.				
Essential Question(s): How do musicians make creative decisions?				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cr2.1.H.5a	MU:Cr2.1.H.8a	MU:Cr2.1.H.1a	MU:Cr2.1.H.1a	MU:Cr2.1.H.1a
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.	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.	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, finger picking patterns).	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.	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.
I CAN write and/or record an accompaniment for a short song with a given melody.	I CAN use standard notation to write and/or record melodic, rhythmic, and harmonic ideas for specific chords and/or forms; and accompaniments for a given melody.	I CAN use standard notation to write and/or record melodic, rhythmic, and harmonic ideas for improvisations and/or compositions using a variety of chords and accompaniment patterns.	I CAN use standard notation to write and/or record melodic, rhythmic, and harmonic ideas for improvisations; accompaniment patterns, forms, and compositions using a variety of styles for a given melody.	I CAN use standard notation to write and/or record improvisations/compositions, and harmonizations with melodic, rhythmic, and harmonic ideas in a variety of appropriate styles for a given melody.

CREATING				
Anchor Standard 3: Refine and complete artistic work.				
MU:Cr3.1.Ea				
Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.				
Essential Question(s): How do musicians improve the quality of their creative work?				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cr3.1.E.5a	MU:Cr3.1.E.8a	MU:Cr3.1.E.1a	MU:Cr3.1.E.IIa	MU:Cr3.1.E.IIIa
Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.	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.	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 and gallop strumming, finger picking patterns).	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.	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.
I CAN look at a melody and an accompaniment and find ways to make it better.	I CAN check, edit, and improve a melody and accompaniments for a given melody in a specific form or chord progression.	I CAN develop and apply criteria; improve and refine improvisations/compositions and a variety of harmonic accompaniments for a specific form.	I CAN develop and apply criteria; improve and refine improvisations/compositions and a variety of harmonic accompaniments in a specific form for a given melody.	I CAN develop and apply criteria; improve and refine improvisations/compositions and a variety of harmonic accompaniments in a specific form that are stylistically appropriate for a given melody.

CREATING				
Anchor Standard 3: Refine and complete artistic work.				
MU:Cr3.2.Ea				
Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication.				
Essential Question(s): When is creative work ready to share?				
Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
MU:Cr3.2.E.5a	MU:Cr3.2.E.8a	MU:Cr3.2.E.1a	MU:Cr3.2.E.IIa	MU:Cr3.2.E.IIIa
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.	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.	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), demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.	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.	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.
I CAN share my finished song and accompaniment.	I CAN develop, organize, and share the final version of my melody and accompaniments in a specific form or chord progression.	I CAN develop, organize, and share the final version of my improvisations/compositions and a variety of harmonic accompaniments for a specific form.	I CAN perform the final version of my improvisations/compositions and a variety of harmonic accompaniments for a specific form with given melodies.	I CAN perform the final version of my collection of improvisations/compositions in a variety of styles and harmonic accompaniments for a specific form with given melodies.