

Music - Harmonizing Instruments Strand						
CREATING	Anchor Standard 1: Generate and conceptualize artistic ideas and work. 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	
Imagine	MU:Cr1.1.H.5a Generate melodic, rhythmic, and harmonic ideas for simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies.	MU:Cr1.1.H.8a Generate melodic, rhythmic, and harmonic ideas for <b>melodies</b> ( <i>created over specified <b>chord progressions</b> or <b>AB/ABA forms</b></i> ) and two-to-three-chord accompaniments for given melodies.	MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for <b>improvisations</b> , <b>compositions</b> ( <b>forms</b> such as <b>theme and variation</b> 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 ).	MU:Cr1.1.H.1a Generate melodic, rhythmic, and harmonic ideas for <b>compositions</b> ( <b>forms</b> such as rounded <b>binary</b> or <b>rondo</b> ), <b>improvisations</b> , accompaniment patterns in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .	MU:Cr1.1.H.11a Generate melodic, rhythmic, and harmonic ideas for a <i>collection of <b>compositions</b></i> (representing a variety of <b>forms</b> and <b>styles</b> ), <b>improvisations</b> in several different styles , and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> .	Imagine
CREATING	Anchor Standard 2: Organize and develop artistic ideas and work. 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	
Plan and Make	MU:Cr2.1.H.5a Select, develop, and use <b>standard notation</b> or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies.	MU:Cr2.1.H.8a Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>melodies</b> ( <i>created over specified <b>chord progressions</b> or <b>AB/ABA forms</b></i> ) and two-to-three -chord accompaniments for given melodies.	MU:Cr2.1.H.1a Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>improvisations</b> , <b>compositions</b> ( <b>forms</b> such as <b>theme and variation</b> 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).	MU:Cr2.1.H.1a Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>compositions</b> ( <b>forms</b> such as rounded <b>binary</b> or <b>rondo</b> ), <b>improvisations</b> , accompaniment patterns in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .	MU:Cr2.1.H.11a Select, develop, and use <b>standard notation</b> and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of <b>compositions</b> (representing a variety of <b>forms</b> and <b>styles</b> ), <b>improvisations</b> in several different styles, and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> .	Plan and Make
CREATING	Anchor Standard 3: Refine and complete artistic work. 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	
Evaluate and Refine	MU:Cr3.1.H.5a Apply <b>teacher-provided criteria</b> to critique, improve, and <b>refine</b> drafts of simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies.	MU:Cr3.1.H.8a Apply <b>teacher-provided criteria</b> to critique, improve, and <b>refine</b> drafts of <b>melodies</b> ( <i>created over specified <b>chord progressions</b> or <b>AB/ABA forms</b></i> ) and two-to-three -chord accompaniments for given melodies.	MU:Cr3.1.H.1a Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>improvisations</b> , <b>compositions</b> ( <b>forms</b> such as <b>theme and variation</b> 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).	MU:Cr3.1.H.1a Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>compositions</b> ( <b>forms</b> such as rounded <b>binary</b> or <b>rondo</b> ), <b>improvisations</b> , accompaniment patterns in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> .	MU:Cr3.1.H.11a Develop and apply <b>criteria</b> to critique, improve, and <b>refine</b> drafts of <b>compositions</b> (representing a variety of <b>forms</b> and <b>styles</b> ), <b>improvisations</b> in a variety of <b>styles</b> , and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> .	Evaluate and Refine
	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	
Present	MU:Cr3.2.H.5a <b>Share</b> final versions of simple <b>melodies</b> (such as two- <b>phrase</b> ) and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal <b>musical ideas</b> .	MU:Cr3.2.H.8a <b>Share</b> final versions of <b>melodies</b> ( <i>created over specified <b>chord progressions</b> or <b>AB/ABA forms</b></i> ) and two-to-three -chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal <b>musical ideas</b> .	MU:Cr3.2.H.1a <b>Perform</b> final versions of <b>improvisations</b> , <b>compositions</b> ( <b>forms</b> such as <b>theme and variation</b> 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 <b>technical skill</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b> .	MU:Cr3.2.H.1a <b>Perform</b> final versions of <b>compositions</b> ( <b>forms</b> such as rounded <b>binary</b> or <b>rondo</b> ), <b>improvisations</b> , accompaniment patterns in a variety of <b>styles</b> , and <b>harmonizations</b> for given <b>melodies</b> , demonstrating <b>technical skill</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b> .	MU:Cr3.2.H.11a <b>Perform</b> final versions of a <i>collection of <b>compositions</b></i> (representing a variety of <b>forms</b> and styles ), <b>improvisations</b> in several different <b>styles</b> , and stylistically appropriate <b>harmonizations</b> for given <b>melodies</b> , demonstrating <b>technical skill</b> in applying principles of composition/improvisation and originality in developing and organizing <b>musical ideas</b> .	Present

Music - Harmonizing Instruments Strand						
PERFORMING	Anchor Standard 4: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. Essential Question(s): How do performers select repertoire?					
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Select	MU:Pr4.1.H.5a Describe and demonstrate how a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and <b>technical skill</b> , as well as the <b>context</b> of the <b>performances</b> .	MU:Pr4.1.H.8a Describe and demonstrate how a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, and <b>technical skill</b> ( <i>citing <b>technical challenges</b> that need to be addressed</i> ), as well as the <b>context</b> of the <b>performances</b> .	MU:Pr4.1.H.1a <i>Explain the <b>criteria</b> used</i> when selecting a varied <b>repertoire</b> of music for <i>individual or small group <b>performances</b></i> that include <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> .	MU:Pr4.1.H.1la <i>Develop and apply <b>criteria</b> for</i> selecting a varied <b>repertoire</b> of music for individual and small group <b>performances</b> that include <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments <i>in a variety of <b>styles</b></i> .	MU:Pr4.1.H.1lla Develop and apply <b>criteria</b> for selecting a varied <b>repertoire</b> for a <b>program</b> of music for individual and small group <b>performances</b> that include <b>melodies</b> , repertoire pieces, <i>stylistically appropriate accompaniments</i> , and <b>improvisations</b> <i>in a variety of contrasting <b>styles</b></i> .	Select
	Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance. Essential Question(s): How does understanding the structure and context of musical works inform performance?					
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Analyze	MU:Pr4.2.H.5a Identify prominent melodic and harmonic characteristics in a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for <b>performance</b> , including at least some based on reading <b>standard notation</b> .	MU:Pr4.2.H.8a Identify prominent melodic, harmonic, and <b>structural</b> characteristics and <b>context</b> ( <i><b>social</b>, <b>cultural</b>, or <b>historical</b></i> ) in a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for <b>performance</b> , including at least some based on reading <b>standard notation</b> .	MU:Pr4.2.H.1a Identify <i>and describe important <b>theoretical</b> and <b>structural</b> characteristics and <b>context</b> (<b>social</b>, <b>cultural</b>, or <b>historical</b>)</i> in a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> .	MU:Pr4.2.H.1la Identify and describe important <b>theoretical</b> and <b>structural</b> characteristics and <b>context</b> ( <b>social</b> , <b>cultural</b> , and <b>historical</b> ) in a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments <i>in a variety of <b>styles</b></i> .	MU:Pr4.2.H.1lla Identify and describe important <b>theoretical</b> and <b>structural</b> characteristics and <b>context</b> ( <b>social</b> , <b>cultural</b> , and <b>historical</b> ) in a varied <b>repertoire</b> of music selected for <b>performance programs</b> that includes <b>melodies</b> , repertoire pieces, <i>stylistically appropriate accompaniments</i> , and <b>improvisations</b> <i>in a variety of contrasting <b>styles</b></i> .	Analyze
	Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent. Essential Question(s): How do performers interpret musical works?					
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced	
Interpret	MU:Pr4.3.H.5a Demonstrate and describe in <b>interpretations</b> an understanding of the <b>context</b> and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.8a Demonstrate and describe in <b>interpretations</b> an understanding of the <b>context</b> ( <i><b>social</b>, <b>cultural</b>, or <b>historical</b></i> ) and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments.	MU:Pr4.3.H.1a Describe in <b>interpretations</b> the <b>context</b> ( <b>social</b> , <b>cultural</b> , or <b>historical</b> ) and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> .	MU:Pr4.3.H.1la <i>Explain</i> in <b>interpretations</b> the <b>context</b> ( <b>social</b> , <b>cultural</b> , and <b>historical</b> ) and <b>expressive intent</b> in a varied <b>repertoire</b> of music selected for <b>performance</b> that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments <i>in a variety of <b>styles</b></i> .	MU:Pr4.3.H.1lla Explain and <i>present</i> <b>interpretations</b> that demonstrate and describe the <b>context</b> ( <b>social</b> , <b>cultural</b> , and <b>historical</b> ) and <i>an understanding of the creator’s <b>intent</b> in <b>repertoire</b> for varied <b>programs</b> of music</i> that include <b>melodies</b> , repertoire pieces, <i>stylistically appropriate</i> accompaniments, and <b>improvisations</b> <i>in a variety of contrasting <b>styles</b></i> .	Interpret

PERFORMING	Anchor Standard 5: Develop and refine artistic techniques and work for presentation. Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Essential Question(s): How do musicians improve the quality of their performance?				
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Rehearse, Evaluate and Refine	MU:Pr5.1.H.5a Apply <b>teacher-provided criteria</b> to critique individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and <b>refine</b> the performances.	MU:Pr5.1.H.8a Apply <b>teacher-provided criteria</b> to critique individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments selected for performance, and <i>identify</i> practice strategies to address performance challenges and <b>refine</b> the performances.	MU:Pr5.1.H.1a Develop and apply <b>criteria</b> to critique individual <i>and small group performances</i> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> , and <i>create rehearsal strategies</i> to address performance challenges and <b>refine</b> the performances.	MU:Pr5.1.H.1a Develop and apply <b>criteria</b> to critique individual and small group <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a <i>variety of styles</i> , and create rehearsal strategies to address performance challenges and <b>refine</b> the performances.	MU:Pr5.1.H.1aa Develop and apply <b>criteria</b> , including <i>feedback from multiple sources</i> , to critique varied <b>programs</b> of music <b>repertoire (melodies</b> , repertoire pieces, <i>stylistically appropriate</i> accompaniments, <b>improvisations in a variety of contrasting styles</b> ) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and <b>refine</b> the performances.
PERFORMING	Anchor Standard 6: Convey meaning through the presentation of artistic work. Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. Essential Question(s): When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?				
	Novice	Intermediate	HS Proficient	HS Accomplished	HS Advanced
Present	MU:Pr6.1.H.5a <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the <b>context</b> .	MU:Pr6.1.H.8a <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> in individual <b>performances</b> of a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, and chordal accompaniments, demonstrating <i>sensitivity</i> to the audience and an <i>understanding of the context (social, cultural, or historical)</i> .	MU:Pr6.1.H.1a <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> , in individual and <i>small group performance s</i> , a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments <i>in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns)</i> , demonstrating sensitivity to the audience and an understanding of the <b>context (social, cultural, or historical)</b> .	MU:Pr6.1.H.1a <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> , in individual and small group <b>performances</b> , a varied <b>repertoire</b> of music that includes <b>melodies</b> , repertoire pieces, <b>improvisations</b> , and chordal accompaniments in a <i>variety of styles</i> , demonstrating sensitivity to the audience and an understanding of the <b>context (social, cultural, and historical)</b> .	MU:Pr6.1.H.1aa <b>Perform</b> with <b>expression</b> and <b>technical accuracy</b> , in individual and small group <b>performances</b> , a varied <b>repertoire</b> for <b>programs</b> of music that includes <b>melodies</b> , repertoire pieces, <i>stylistically appropriate</i> accompaniments, and <b>improvisations in a variety of contrasting styles</b> , demonstrating sensitivity to the audience and an understanding of the <b>context (social, cultural, and historical)</b> .



Music - Harmonizing Instruments Strand						
CONNECTING	Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. 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	
	<p>MU:Cn10.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b> <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></p> <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>MU:Cn10.0.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b> <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></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>MU:Cn10.0.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b> <i>MU:Cr3.2.H.1a 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 skills in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</i></p> <p><i>MU:Pr4.1.H.1a 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.1a 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>MU:Cn10.0.H.11a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b> <i>MU:Cr3.2.H.11a 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 originality in developing and organizing musical ideas.</i></p> <p><i>MU:Pr4.1.H.11a 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>MU:Cn10.0.H.111a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b> MU:Cr3.2.H.111a 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 principles of composition/improvisation and originality in developing and organizing musical ideas.</p> <p>MU:Pr4.1.H.111a 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.</p>	

Music - Harmonizing Instruments Strand						
CONNECTING	Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding 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	
	<p>MU:Cn11.0.H.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b> <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></p> <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>MU:Cn11.0.H.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b> <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></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>MU:Cn11.0.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b> <i>MU:Pr4.3.H.1a 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, 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>MU:Cn11.0.H.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b> <i>MU:Pr4.3.H.1a 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></p> <p><i>MU:Re7.2.H.1a 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.1a 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>MU:Cn11.0.H.11a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Embedded within:</b> <i>MU:Pr4.3.H.11a 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 appropriate accompaniments, and improvisations in several different styles.</i></p> <p><i>MU:Re7.2.H.11a 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.11a 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>	