New York Arts

Music - Harmonizing Instruments: Grades 9, 10, 11, 12

Adopted 2017

Creating

1 Generate and conceptualize artistic ideas and work.

1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

a. Generate single-line melodic, rhythmic, and implied harmonic ideas for improvisations and compositions (forms such as theme and variation or 12-bar blues). MU:CR1.1.H.HSI.A

b. Generate a variety of harmonic patterns using three or more chords for given melodies. MU:CR1.1.H.HSI.B

a. Generate melodic, rhythmic, and implied harmonic ideas for compositions (forms such as rounded binary or rondo), improvisation, and accompaniment patterns in a variety of styles. MU:CR1.1.H.HSII.A

b. Generate harmonizations for given melodies. MU:CR1.1.H.HSII.B

a. Generate melodic, rhythmic, and implied harmonic ideas for compositions (representing a variety of forms and styles), and improvisations in several different styles. MU:CR1.1.H.HSIII.A

b. Generate stylistically appropriate harmonizations for given melodies. MU:CR1.1.H.HSIII.B

3 Refine and complete artistic work.

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3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

a. Identify, describe, and apply established criteria to assess 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. MU:CR3.1.H.HSI.A

a. Identify, describe, and apply selected teacher-provided and/or student-developed criteria to assess 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. MU:CR3.1.H.HSII.A

a. Research, identify, explain, and apply student-developed criteria to assess and refine drafts of compositions (representing a variety of forms and styles), improvisations in a variety of styles, and stylistically appropriate harmonizations or given melodies. MU:CR3.1.H.HSIII.A

Performing

4 Select, analyze, and interpret artistic work for presentation.

4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context of a performance influence the selection of repertoire.

a. Select, using established criteria, a varied repertoire of music for individual or small group performances, based on an understanding of theoretical and structural characteristics of the music, personal interest, knowledge, personal and others' technical skills, as well as the purpose and/or context of the performance(s). MU:PR4.1.H.HSI.A

a. Explain the criteria used in selecting a varied repertoire of music for individual and small group performances, based on an understanding of theoretical and structural characteristics of the music, expressive challenges, personal interest, knowledge, personal and others' technical skills, as well as the purpose and/or context of the performance(s). MU:PR4.1.H.HSII.A

a. Develop and apply individually developed criteria for selecting a varied repertoire for a program of music for individual and small group performances, based on an understanding of theoretical and structural characteristics of the music, expressive challenges, personal interest, knowledge, personal and others' technical skills, as well as the purpose and/or context of the performance(s). MU:PR4.1.H.HSIII.A

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4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.

a. Demonstrate how understanding the context and expressive intent in a varied repertoire of music influences prepared or improvised performances. MU:PR4.3.H.HSI.A

a. Explain and support how understanding the context and expressive intent in a varied repertoire of music influences prepared or improvised performances and the performers' ability to connect with audiences. MU:PR4.3.H.HSII.A

a. Explain and present interpretations that demonstrate how the context and an understanding of the creators' intents in a varied repertoire of music, inform and influence prepared or improvised performances and the performers' ability to connect with audiences. MU:PR4.3.H.HSIII.A

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6 Convey meaning through the presentation of artistic work.

6.1 The quality and effectiveness of a performance is based on criteria that vary across time, place, and cultures.

a. Perform with expression and technical accuracy, in individual and group performances, a variety of music. MU:PR6.1.H.HSI.A

a. Perform with expression and technical accuracy, in individual and group performances, a variety of styles of music. MU:PR6.1.H.HSII.A

a. Perform with expression and technical accuracy, in individual and group performances, a program of music of contrasting styles. MU:PR6.1.H.HSIII.A

Responding

7 Perceive and analyze artistic work.

1. Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. 7.1

a. Apply teacher-developed criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. MU:RE7.1.H.HSI.A

a. Use researched criteria to select music for a variety of purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. MU:RE7.1.H.HSII.A

a. Use research to develop personal criteria for selecting, describing, and comparing a variety of individual and small group musical programs that represent a variety of cultures, genres, and historical periods. MU:RE7.1.H.HSIII.A

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8 Interpret meaning in artistic work.

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8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

a. Develop an interpretation of the expressive intent of musical selections based on the treatment of the elements of music, structural characteristics, context and purpose. MU:RE8.1.H.HSI.A

a. Explain and support interpretations of the expressive intent of musical selections, citing as evidence the treatment of the elements of music, context, and the style/genre of each work. MU:RE8.1.H.HSII.A

a. Explain and support interpretations of the expressive intent of musical selections by comparing and synthesizing varied researched sources, including reference to examples from other art forms. MU:RE8.1.H.HSIII.A

Connecting

10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understandings, and life experiences to inform their creative expressions.

a. Reflect on past and current musical interests, people and ideas that have influenced your journey and accomplishments, and identify topics that you would like to explore. MU:CN10.1.H.HSI.A

a. Identify and implement ways to use music to serve others, and describe the effects of the experience. MU:CN10.1.H.HSII.A

a. Design and complete a capstone project that requires musical leadership and creativity. MU:CN10.1.H.HSIII.A