

## Music – High School Harmonizing Instruments

### Standard:

Anchor Standard 1: Creating – Generate and conceptualize artistic ideas and work.

### 21<sup>st</sup> Century Learning Expectations:

1. Hinsdale students will communicate through various means
2. Hinsdale students will be able to solve problems
5. Hinsdale students will demonstrate technical fluency and adaptability

### Enduring Understandings:

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

### Learning Competencies

*Students will be able to:*

MU:Cr1.1.H.Ia (Proficient) 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).

MU:Cr1.1.H.IIa (Accomplished) 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.

MU:Cr1.1.H.IIIa (Advanced) 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.

### Essential Questions

1. How do musicians generate creative ideas?

**Music – High School Harmonizing Instruments**

**Standard:**

Anchor Standard 2: Creating – Organize and develop artistic ideas and work.

**21<sup>st</sup> Century Learning Expectations:**

1. Hinsdale students will communicate through various means
2. Hinsdale students will be able to solve problems
5. Hinsdale students will demonstrate technical fluency and adaptability

**Enduring Understandings:**

1. Plan and Make – Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

**Learning Competencies**

**Essential Questions**

*Students will be able to:*

**MU:Cr2.1.H.Ia (Proficient)** 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).

**MU:Cr2.1.H.IIa (Accomplished)** 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.

**MU:Cr2.1.H.IIIa (Advanced)** Select, develop, and use standard notation and audio/video recording to

1. How do musicians make creative decisions?

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.

## Music – High School Harmonizing Instruments

### Standard:

Anchor Standard 3: Creating – Refine and complete artistic work.

### 21<sup>st</sup> Century Learning Expectations:

1. Hinsdale students will communicate through various means
3. Hinsdale students will take responsibility for their own learning
5. Hinsdale students will demonstrate technical fluency and adaptability
6. Hinsdale students will demonstrate responsibility for their actions and choices

### Enduring Understandings:

1. Evaluate and Refine – Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
2. Present – Musicians' presentation of creative work is the culmination of a process of creation and communication

### Learning Competencies

*Students will be able to:*

**MU:Cr3.1.H.Ia (Proficient)** 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).

**MU:Cr3.1.H.IIa (Accomplished)** 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.

**MU:Cr3.1.H.IIIa (Advanced)** Develop and apply criteria to critique, improve, and refine drafts of compositions (representing a variety of forms and styles),

### Essential Questions

1. How do musicians improve the quality of their creative work?

improvisations in a variety of styles, and stylistically appropriate harmonizations for given melodies.

MU:Cr3.2.H.Ia (Proficient) 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.

MU:Cr3.2.H.IIa (Accomplished) 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.

MU:Cr3.2.H.IIIa (Advanced) 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.

2. When is creative work ready to share?

<b>Music – High School Harmonizing Instruments</b>	
<b>Standard:</b> Anchor Standard 4: Performing – Select, analyze, and interpret artistic work for presentation.	
<b>21<sup>st</sup> Century Learning Expectations:</b> <ol style="list-style-type: none"> <li>1. Hinsdale students will communicate through various means</li> <li>3. Hinsdale students will take responsibility for their own learning</li> <li>5. Hinsdale students will demonstrate technical fluency and adaptability</li> <li>6. Hinsdale students will demonstrate responsibility for their actions and choices</li> </ol>	
<b>Enduring Understandings:</b> <ol style="list-style-type: none"> <li>1. Select – 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.</li> <li>2. Analyze – Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>3. Interpret – Performers make interpretive decisions based on their understanding of context and expressive intent.</li> </ol>	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<p><i>Students will be able to:</i></p> <p><b>MU:Pr4.1.H.Ia (Proficient)</b> Explain the criteria used when selecting a varied repertoire of music 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).</p> <p><b>MU:Pr4.1.H.IIa (Accomplished)</b> Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles</p>	<ol style="list-style-type: none"> <li>1. How do performers select repertoire?</li> <li>2. How does understanding the structure and context of musical works inform performance?</li> </ol>

MU:Pr4.1.H.IIIa (Advanced) Develop and apply criteria for selecting a varied repertoire 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.

MU:Pr4.2.H.Ia (Proficient) Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) 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).

MU:Pr4.2.H.IIa (Accomplished) Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.

MU:Pr4.2.H.IIIa (Advanced) Identify and describe important theoretical and structural characteristics and context (social, cultural, and historical) in a varied repertoire of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

MU:Pr4.3.H.Ia (Proficient) Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for

3. How do performers interpret musical works?

performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, finger picking patterns).

MU:Pr4.3.H.IIa (Accomplished) Explain in interpretations the context (social, cultural, and historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.

MU:Pr4.3.H.IIIa (Advanced) Explain and present interpretations that demonstrate and describe the context (social, cultural, and historical) and an understanding of the creator's intent in repertoire for varied programs of music that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

<b>Music – High School Harmonizing Instruments</b>	
<b>Standard:</b> Anchor Standard 5: Performing – Develop and refine artistic techniques and work for presentation.	
<b>21<sup>st</sup> Century Learning Expectations:</b> <ol style="list-style-type: none"> <li>1. Hinsdale students will communicate through various means</li> <li>2. Hinsdale students will be able to solve problems</li> <li>3. Hinsdale students will take responsibility for their own learning</li> <li>5. Hinsdale students will demonstrate technical fluency and adaptability</li> </ol>	
<b>Enduring Understandings:</b> <ol style="list-style-type: none"> <li>1. Rehearse, Evaluate and Refine – 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.</li> </ol>	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<p><i>Students will be able to:</i></p> <p><b>MU:Pr5.1.H.Ia (Proficient)</b> Develop and apply criteria to critique individual and small group performances of 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), and create rehearsal strategies to address performance challenges and refine the performances.</p> <p><b>MU:Pr5.1.H.IIa (Accomplished)</b> Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, and create rehearsal strategies to address performance challenges and refine the performances.</p>	<ol style="list-style-type: none"> <li>1. How do musicians improve the quality of their performance?</li> </ol>

MU:Pr5.1.H.IIIa (Advanced) Develop and apply criteria, including feedback from multiple sources, to critique varied programs of music repertoire (melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles) selected for individual and small group performance, and create rehearsal strategies to address performance challenges and refine the performances.

<b>Music – High School Harmonizing Instruments</b>	
<b>Standard:</b> Anchor Standard 6: Performing – Convey meaning through the presentation of artistic work.	
<b>21<sup>st</sup> Century Learning Expectations:</b> <ol style="list-style-type: none"> <li>1. Hinsdale students will communicate through various means</li> <li>4. Hinsdale students will recognize and demonstrate the importance of whole person wellness</li> <li>5. Hinsdale students will demonstrate technical fluency and adaptability</li> <li>6. Hinsdale students will demonstrate responsibility for their actions and choices</li> </ol>	
<b>Enduring Understandings:</b> <ol style="list-style-type: none"> <li>1. Present – Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.</li> </ol>	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<p><i>Students will be able to:</i></p> <p><b>MU:Pr6.1.H.Ia (Proficient)</b> Perform with expression and technical accuracy, in individual and small group performances, 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), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).</p> <p><b>MU:Pr6.1.H.IIa (Accomplished)</b> Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, demonstrating sensitivity to the audience and an</p>	<ol style="list-style-type: none"> <li>1. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</li> </ol>

understanding of the context (social, cultural, and historical).

MU:Pr6.1.H.IIIa (Advanced) Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire for programs of music that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, and historical).

## Music – High School Harmonizing Instruments

### Standard:

Anchor Standard 7: Responding – Perceive and analyze artistic work

### 21<sup>st</sup> Century Learning Expectations:

2. Hinsdale students will be able to solve problems
3. Hinsdale students will take responsibility for their own learning
4. Hinsdale students will recognize and demonstrate the importance of whole person wellness
6. Hinsdale students will demonstrate responsibility for their actions and choices

### Enduring Understandings:

1. Select – Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
2. Analyze – Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

### Learning Competencies

*Students will be able to:*

MU:Re7.1.H.Ia (Proficient) Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

MU:Re7.1.H.IIa (Accomplished) Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context.

MU:Re6.1.H.IIIa (Advanced) Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.

### Essential Questions

1. How do individuals choose music to experience?

2. How do individuals choose music to experience?

MU:Re7.2.H.Ia (Proficient) Compare passages in musical selections and explain how the elements of music and context (social, cultural, or historical) inform the response.

MU:Re7.2.H.IIa (Accomplished) Explain how the analysis of the structures and context (social, cultural, and historical) of contrasting musical selections inform the response.

MU:Re7.2.H.IIIa (Advanced) 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 inform the response.

<b>Music – High School Harmonizing Instruments</b>	
<b>Standard:</b> Anchor Standard 8: Responding – Interpret intent and meaning in artistic work.	
<b>21<sup>st</sup> Century Learning Expectations:</b> <ol style="list-style-type: none"> <li>1. Hinsdale students will communicate through various means</li> <li>2. Hinsdale students will be able to solve problems</li> <li>3. Hinsdale students will take responsibility for their own learning</li> </ol>	
<b>Enduring Understandings:</b> <ol style="list-style-type: none"> <li>1. Interpret – Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> </ol>	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<p><i>Students will be able to:</i></p> <p>MU:Re8.1.H.Ia (Proficient) Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and outside sources.</p> <p>MU:Re8.1.H.IIa (Accomplished) Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.</p> <p>MU:Re8.1.H.IIIa (Advanced) Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing</p>	<ol style="list-style-type: none"> <li>1. How do we discern the musical creators' and performers' expressive intent?</li> </ol>

varied researched sources, including reference to examples from other art forms.

<b>Music – High School Harmonizing Instruments</b>	
<b>Standard:</b> Anchor Standard 9: Responding – Apply criteria to evaluate artistic work.	
<b>21<sup>st</sup> Century Learning Expectations:</b> 1. Hinsdale students will communicate through various means 3. Hinsdale students will take responsibility for their own learning 6. Hinsdale students will demonstrate responsibility for their actions and choices	
<b>Enduring Understandings:</b> 1. Evaluate – The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.	
<b>Learning Competencies</b>	<b>Essential Questions</b>
<i>Students will be able to:</i>  MU:Re9.1.H.Ia (Proficient) 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. MU:Re9.1.H.IIa (Accomplished) 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. MU:Re9.1.H.IIIa (Advanced) 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. How do we judge the quality of musical work(s) and performance(s)?

**Music – High School Harmonizing Instruments**

**Standard:**

Anchor Standard 10: Connecting – Synthesize and relate knowledge and personal experiences to make art.

**21<sup>st</sup> Century Learning Expectations:**

1. Hinsdale students will communicate through various means
2. Hinsdale students will be able to solve problems
3. Hinsdale students will take responsibility for their own learning
4. Hinsdale students will recognize and demonstrate the importance of whole person wellness
5. Hinsdale students will demonstrate technical fluency and adaptability
6. Hinsdale students will demonstrate responsibility for their actions and choices

**Enduring Understandings:**

1. Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Learning Competencies**

**Essential Questions**

*Students will be able to:*

MU:Cn10.0.H.Ia (Proficient) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within: MU:Cr3.2.H.Ia; MU:Pr4.1.H.Ia;  
MU:Re7.1.H.Ia

MU:Cn10.0.H.IIa (Accomplished) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within: MU:Cr3.2.H.IIa; MU:Pr4.1.H.IIa

MU:Cn10.0.H.IIIa (Advanced) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

1. How do musicians make meaningful connections to creating, performing, and responding?

Embedded within: MU:Cr3.2.H.IIIa; MU:Pr4.1.H.IIIa

**Music – High School Harmonizing Instruments**

**Standard:**

Anchor Standard 11: Connecting – Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

**21<sup>st</sup> Century Learning Expectations:**

1. Hinsdale students will communicate through various means
2. Hinsdale students will be able to solve problems
3. Hinsdale students will take responsibility for their own learning
4. Hinsdale students will recognize and demonstrate the importance of whole person wellness
5. Hinsdale students will demonstrate technical fluency and adaptability
6. Hinsdale students will demonstrate responsibility for their actions and choices

**Enduring Understandings:**

1. Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

**Learning Competencies**

**Essential Questions**

*Students will be able to:*

MU:Cn11.0.H.Ia (Proficient) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within: MU:Pr4.3.H.Ia; MU:Re7.2.H.Ia;  
MU:Re9.1.H.Ia

MU:Cn11.0.H.IIa (Accomplished) Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Embedded within: MU:Pr4.3.H.IIa; MU:Re7.2.H.IIa;  
MU:Re9.1.H.IIa

MU:Cn11.0.H.IIIa (Advanced) Demonstrate how interests, knowledge, and skills relate to personal choices and

1. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

intent when creating, performing, and responding to music.

Embedded within: MU:Pr4.3.H.IIIa; MU:Re7.2.H.IIIa;  
MU:Re9.1.H.IIIa