

# Music Harmonizing Instruments

## Introduction

### Philosophy and Rationale for the Arts

The arts are essential in education and they provide students with a means to think, feel, and understand the world in unique ways. The meta-cognitive skills learned through instruction in the arts fosters effective work habits, creativity and innovation, critical thinking and problem solving, communication, and collaboration, each of which transfers across content areas preparing students for life in the 21<sup>st</sup> century.

These revised Nevada Academic Content Standards for Fine Arts encompass five disciplines: Visual Arts, Music, Theater, Dance, and Media Arts, and are predicated on a belief that Artistic Literacy provides students with an ability to create, present, critique, and connect art to their academic studies, lives, and the world around them.

The 2017-2018 Nevada Academic Content Standards for Fine Arts have substantive changes from those previously adopted to better respond to the needs of the field, including the following:

1. Creating four (4) strands to better represent the idea of artistic literacy. The four strands are: Creating, Performing, Responding, and Connecting.
2. The creation of Anchor standards under each of the strands to provide consistency across the disciplines and the presentation of standards across content, disciplines, and grade levels.
3. Grade by grade level standards for each discipline, including three (3) levels at high school to allow for greater differentiation of instruction and support student learning.
4. The inclusion of media arts standards to support the integration of artistic literacy in the areas of film, animation, gaming and computational artmaking (e.g., writing software code) to supplement existing standards in the area of digital communications across the curriculum.

**Interpretation Guide to Reading the Standards:**

<p><b>Strand: Creating-</b> Conceiving and developing new artistic work and ideas.</p>	<p><b>Strand: Performing-</b> Realizing artistic ideas and work through interpretation and presentation.</p>	<p><b>Strand: Responding-</b> Understanding and evaluating how the arts convey meaning.</p>	<p><b>Strand: Connecting-</b> Relating artistic ideas and work with personal meaning and external context.</p>
<p><b>Anchor Standard 1.</b> Generate and conceptualize artistic ideas and work.</p>	<p><b>Anchor Standard 4.</b> Analyze, interpret and select artistic work for presentation.</p>	<p><b>Anchor Standard 7.</b> Perceive and analyze artistic work.</p>	<p><b>Anchor Standard 10.</b> Synthesize and relate knowledge and personal experiences to make art.</p>
<p><b>Anchor Standard 2.</b> Organize and develop artistic ideas and work.</p>	<p><b>Anchor Standard 5.</b> Develop and refine artistic work for presentation.</p>	<p><b>Anchor Standard 8.</b> Interpret intent and meaning in artistic work.</p>	<p><b>Anchor Standard 11.</b> Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding.</p>
<p><b>Anchor Standard 3.</b> Refine and complete artistic work.</p>	<p><b>Anchor Standard 6.</b> Convey meaning through the presentation of artistic work.</p>	<p><b>Anchor Standard 9.</b> Apply criteria to evaluate artistic work.</p>	

## Harmonizing Instruments: Novice

Strand	Anchor	Standard
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	MU:Cr1.1.HSI Generate melodic, rhythmic, and harmonic ideas for simple melodies (such as two-phrase) and chordal accompaniments for given melodies.
	2. Organize and develop artistic ideas and work.	MU:Cr2.1.HSI 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.
	3. Refine and complete artistic work; Present culminating presentation of completed work.	<p>MU:Cr3.1.HSI Apply teacher-provided criteria to critique, improve, and refine drafts of simple melodies (such as two-phrase) and chordal accompaniments for given melodies.</p> <p>MU:Cr3.2.HSI 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</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation	<p>MU:Pr4.1.HSI 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 skill, as well as the context of the performances.</p> <p>MU:Pr4.2.HSI Identify prominent melodic and harmonic characteristics in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.</p> <p>MU:Pr4.3.HSI Demonstrate and describe in interpretations an understanding of the context and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.</p>
	5. Develop and refine artistic techniques and work for presentation.	MU:Pr5.1.HSI Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, and apply practice strategies to address performance challenges and

Strand	Anchor	Standard
		refine the performances.
	6. Convey meaning through the presentation of artistic work.	MU:Pr6.1.HSI Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating understanding of the audience and the context.
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<p>MU:Re7.1.HSI Demonstrate and describe reasons for selecting music, based on characteristics found in the music and connections to interest, purpose or personal experience.</p> <p>MU:Re7.2.HSI 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) inform the response.</p>
	8. Interpret intent and meaning in artistic work	MU:Re8.1.HSI Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (personal or social), and (when appropriate) the setting of the text.
	9. Apply criteria to evaluate artistic work.	MU:Re9.1.HSI Identify and describe how interest, experiences, and contexts (personal or social) effect the evaluation of music.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<p>MU:Cn10.HSI Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Embedded within:  MU:Cr3.2.HSI  MU:Pr4.1.HSI  MU:Re7.1.HSI</p>
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<p>MU:Cn11.1.HSI Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing and responding to music.</p> <p>Embedded within:  MU:Pr4.3.HSI  MU:Re7.2.HSI  MU:Re9.1.HSI</p>

## Harmonizing Instruments: Intermediate

<b>Strand</b>	<b>Anchor</b>	<b>Standard</b>
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	MU:Cr1.1.HSII 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.
	2. Organize and develop artistic ideas and work.	MU:Cr2.1.HSII 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
	3. Refine and complete artistic work; Present culminating presentation of completed work.	<p>MU:Cr3.1.HSII Apply teacher-provided criteria to critique, improve, and refine drafts of melodies (e.g., created over specified chord progressions or AB/ABA forms) and two-to-three-chord accompaniments for given melodies.</p> <p>MU:Cr3.2.HSII Share final versions of melodies (e.g., 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.</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation	<p>MU:Pr4.1.HSII 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 skill, as well as the context of the performances</p> <p>MU:Pr4.2.HSII Identify prominent melodic, harmonic, and structural characteristics and context (e.g., social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.</p> <p>MU:Pr4.3.HSII Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.</p>
	5. Develop and refine artistic techniques and work for presentation.	MU:Pr5.1.HSII Apply teacher-provided criteria to critique individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and

Strand	Anchor	Standard
		chordal accompaniments selected for performance, and identify practice strategies to address performance challenges and refine the performances.
	6. Convey meaning through the presentation of artistic work.	MU:Pr6.1.HSII Perform with expression and technical accuracy in individual performances of a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments, demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<p>MU:Re7.1.HSII Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (if appropriate) the setting of the text.</p> <p>MU:Re7.2.HSII Describe the manner in which elements of music, and knowledge of the context (social and cultural) are manipulated inform the response.</p>
	8. Interpret intent and meaning in artistic work	MU:Re8.1.HSII Identify and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context, and (when appropriate) the setting of the text.
	9. Apply criteria to evaluate artistic work.	MU:Re9.1.HSII Explain the influence of experiences and contexts (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<p>MU:Cn10.1.HSII Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Embedded within:  MU:Cr3.2.HSII  MU:Pr4.1.HSII  MU:Re7.1.HSII</p>
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<p>MU:Cn11.1.HSII Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Embedded within:  MU:Pr4.3.HSII  MU:Re7.2.HSII  MU:Re9.1.HSII</p>

## Harmonizing Instruments: Proficient

Strand	Anchor	Standard
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	MU:Cr1.1.HSIII 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).
	2. Organize and develop artistic ideas and work.	MU:Cr2.1.HSIII Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (e.g., forms such as theme and variation or 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g., such as arpeggio, country and gallop strumming, finger picking patterns).
	3. Refine and complete artistic work; Present culminating presentation of completed work.	<p>MU:Cr3.1.HSIII Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (e.g., forms such as theme and variation or 12-bar blues) and three-or-more-chord accompaniments in a variety of patterns (e.g., such as arpeggio, country and gallop strumming, finger picking patterns).</p> <p>MU:Cr3.2.HSIII 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 (e.g., 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.</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation	<p>MU:Pr4.1.HSIII 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>MU:Pr4.2.HSIII 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 (e.g., such as arpeggio, country and</p>

Strand	Anchor	Standard
		<p>gallop strumming, finger picking patterns).</p> <p>MU:Pr4.3.HSIII Describe in interpretations the context (social, cultural, or 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 patterns (e.g., such as arpeggio, country and gallop strumming, finger picking patterns).</p>
	5. Develop and refine artistic techniques and work for presentation.	<p>MU:Pr5.1.HSIII 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 (e.g., such as arpeggio, country and gallop strumming, finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.</p>
	6. Convey meaning through the presentation of artistic work.	<p>MU:Pr6.1.HSIII 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 (e.g., such as arpeggio, country and gallop strumming, finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, or historical).</p>
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<p>MU:Re7.1.HSIII Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.</p> <p>MU:Re7.2.HSIII Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, or historical) inform the response.</p>
	8. Interpret intent and meaning in artistic work	<p>MU:Re8.1.HSIII Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, and cultural), and, when appropriate, the setting of the text, and outside sources.</p>
	9. Apply criteria to evaluate	<p>MU:Re9.1.HSIII Develop and apply teacher-provided</p>



<b>Strand</b>	<b>Anchor</b>	<b>Standard</b>
	artistic work.	and established criteria based on personal preference, analysis, and context (personal, social, and cultural) to evaluate individual and small group musical selections for listening.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<p>MU:Cn10.1.HSIII Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Embedded within:  MU:Cr3.2.HSIII  MU:Pr4.1.HSIII  MU:Re7.1.HSIII</p>
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	<p>MU:Cn11.1.HSIII Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Embedded within:  MU:Pr4.3.HSIII  MU:Re7.2.HSIII  MU:Re9.1.HSIII</p>

## Harmonizing Instruments: Accomplished

Strand	Anchor	Standard
Creating: Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	MU:Cr1.1.HSIV Generate melodic, rhythmic, and harmonic ideas for compositions (e.g., forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.
	2. Organize and develop artistic ideas and work.	MU:Cr2.1.HSIV Select, develop, and use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (e.g., forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.
	3. Refine and complete artistic work; Present culminating presentation of completed work.	<p>MU:Cr3.1.HSIV Develop and apply criteria to critique, improve, and refine drafts of compositions (e.g., forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies.</p> <p>MU:Cr3.2.HSIV Perform final versions of compositions (e.g., forms such as rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, and harmonization for given melodies, demonstrating technical skill in applying principles of composition/improvisation and originality in developing and organizing musical ideas.</p>
Performing: Realizing artistic work through interpretation and presentation.	4. Select, analyze, and interpret artistic work for presentation	<p>MU:Pr4.1.HSIV 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> <p>MU:Pr4.2.HSIV Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, and historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</p> <p>MU:Pr4.3.HSIV Explain in interpretations the context (e.g., 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</p>

Strand	Anchor	Standard
		in a variety of styles.
	5. Develop and refine artistic techniques and work for presentation.	MU:Pr5.1.HSIV 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.
	6. Convey meaning through the presentation of artistic work.	MU:Pr6.1.HSIV 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 understanding of the context (e.g., social, cultural, and historical).
Responding: Understanding and evaluating how the arts convey meaning.	7. Perceive and analyze work.	<p>MU:Re7.1.HSIV Apply criteria to select music for a variety of purpose, justifying choices citing knowledge of music and specified purpose and context.</p> <p>MU:Re7.2.HSIV Explain how the analysis of the structures and context (e.g., social, cultural, and historical) of contrasting musical selections inform the response.</p>
	8. Interpret intent and meaning in artistic work	MU:Re8.1.HSIV Explain and support interpretations of the expressive intent and meaning of musical selections, citing as evidence the treatment of the elements of music, context (e.g., personal, social, and cultural), and (when appropriate) the setting of the text, and varied researched sources.
	9. Apply criteria to evaluate artistic work.	MU:Re9.1.HSIV 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.
Connecting: Relating artistic ideas and work with personal meaning and external context.	10. Apply and relate knowledge and personal experiences to make art.	<p>MU:Cn10.1.HSIV Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>Embedded within: MU:Cr3.2.HSIV MU:Pr4.1.HSIV</p>

<b>Strand</b>	<b>Anchor</b>	<b>Standard</b>
	11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	MU:Cn11.1.HSIV Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  Embedded within: MU:Pr4.3.HSIV MU:Re7.2.HSIV MU:Re9.1.HSIV