

## Draft 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 2.3D Music Harmonizing Instruments Standards by the End of Grade 12

### Creating

#### Anchor Standard 1: Generating and conceptualizing ideas.

**Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.

**Essential Question:** How do musicians generate creative ideas?

**Practice:** Imagine

#### Performance Expectations:

Novice

- 2.3D.12nov.CR1a: Create melodic, rhythmic, and harmonic ideas for simple melodies as well as chordal accompaniments for given melodies.

Intermediate

- 2.3D.12int.CR1a: Create melodic, rhythmic, and harmonic ideas for melodies over specified chord progressions or AB/ABA forms as well as two to three-chord accompaniments for given melodies.

Proficient

- 2.3D.12prof.CR1a: Create melodic, rhythmic, and harmonic ideas for improvisations, compositions (e.g., theme and variation or 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

Accomplished

- 2.3D.12acc.CR1a: Create melodic, rhythmic, and harmonic ideas for compositions (e.g., rounded binary or rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonizations for given melodies.

Advanced

- 2.3D.12adv.CR1a: Create melodic, rhythmic, and harmonic ideas for a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonizations for given melodies.

## Anchor Standard 2: Organizing and developing ideas.

**Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context, and expressive intent.

**Essential Question:** How do musicians make creative decisions?

**Practices:** Plan, Make

### Performance Expectations:

Novice

- 2.3D.12nov.CR2a: Use standard notation or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of simple melodies as well as chordal accompaniments for given melodies.

Intermediate

- 2.3D.12int.CR2a: Use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies over specified chord progressions or AB /ABA forms as well as two-to-three-chord accompaniments for given melodies.

Proficient

- 2.3D.12prof.CR2a: Use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more- chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

Accomplished

- 2.3D.12acc.CR2a: Use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonizations for given melodies.

Advanced

- 2.3D.12adv.CR2a: Use standard notation and audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of compositions and improvisations in a variety of styles as well as stylistically appropriate harmonizations for given melodies.

## Anchor Standard 3: Refining and completing products.

**Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

**Essential Question:** How do musicians improve the quality of their creative work?

**Practices:** Evaluate, Refine

## Performance Expectations:

### Novice

- 2.3D.12nov.CR3a: Apply teacher or student-provided criteria to critique, improve, and refine drafts of simple melodies as well as chordal accompaniments for given melodies.
- 2.3D.12nov.CR3b: Share final versions of simple melodies and chordal accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

### Intermediate

- 2.3D.12int.CR3a: Apply teacher or student-provided criteria to critique, improve, and refine drafts of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies.
- 2.3D.12int.CR3b: Share final versions of melodies over specified chord progressions or AB/ABA forms as well as two-to-three-chord accompaniments for given melodies, demonstrating an understanding of how to develop and organize personal musical ideas.

### Proficient

- 2.3D.12prof.CR3a: Develop and apply criteria to critique, improve, and refine drafts of improvisations, compositions (e.g., theme and variation, 12-bar blues), as well as three-or-more-chord accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns).
- 2.3D.12prof.CR3b: Perform final versions of improvisations, compositions (e.g., theme and variation, 12-bar blues), and three-or-more-chord accompaniments in a variety of patterns (e.g. arpeggio, country and gallop strumming, fingerpicking patterns), demonstrating technical skill in applying principles of composition, improvisation and originality.

### Accomplished

- 2.3D.12acc.CR3a: Develop and apply criteria to critique, improve, and refine drafts of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, and harmonizations for given melodies.
- 2.3D.12acc.CR3b: Perform final versions of compositions (e.g., rounded binary, rondo), improvisations, accompaniment patterns in a variety of styles, as well as harmonizations for given melodies, demonstrating technical skill in applying principles of composition, improvisation and originality.

### Advanced

- 2.3D.12adv.CR3a: Develop and apply criteria to critique, improve, and refine drafts of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonizations for given melodies.
- 2.3D.12adv.CR3b: Perform final versions of a collection of compositions and improvisations in a variety of styles, as well as stylistically appropriate harmonizations for given melodies,

demonstrating technical skill in applying principles of composition, improvisation and originality.

## Performing

### Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.

**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:** How do musicians improve the quality of their performance?

**Practices:** Rehearse, Evaluate, Refine

#### Performance Expectations:

##### Novice

- 2.3D.12nov.P1a: Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Apply practice strategies to address performance challenges and refine the performances.

##### Intermediate

- 2.3D.12int.P1a: Apply teacher or student-provided criteria to critique individual performances of a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance. Identify practice strategies to address performance challenges and refine the performances.

##### Proficient

- 2.3D.12prof.P1a: Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, fingerpicking patterns). Create rehearsal strategies to address performance challenges and refine the performances.

##### Accomplished

- 2.3D.12acc.P1a: Develop and apply criteria to critique individual and small group performances of a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, as well as create rehearsal strategies to address performance challenges and refine the performances.

##### Advanced

- 2.3D.12adv.P1a: Develop and apply criteria, including feedback from multiple sources, to critique varied collection of music for performance programs (e.g., melodies, repertoire pieces, stylistically appropriate accompaniments, improvisations in a variety of contrasting styles)

selected for individual and small group performance, as well as create rehearsal strategies to address performance challenges and refine the performances.

### **Anchor Standard 5: Selecting, analyzing, and interpreting work.**

**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:** How do performers select repertoire?

**Practices:** Select, Analyze, Interpret

#### **Performance Expectations:**

##### Novice

- 2.3D.12nov.P2a: Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, technical skill, and the performance context.
- 2.3D.12nov.P2b: Identify prominent melodic and harmonic characteristics in a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading standard notation.
- 2.3D.12nov.P2c: Demonstrate and describe an understanding of the context and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.

##### Intermediate

- 2.3D.12int.P2a: Describe and demonstrate how a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments is selected, based on personal interest, music reading skills, identified technical challenges that need to be addressed, and the performance context.
- 2.3D.12int.P2b: Identify prominent melodic, harmonic, and structural characteristics and context (e.g., social, cultural, historical ) in a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including some based on reading standard notation.
- 2.3D.12int.P2c: Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.

##### Proficient

- 2.3D.12prof.P2a: Explain the criteria used when selecting a varied collection of music for individual or small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).
- 2.3D.12prof.P2b: Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies,

repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

- 2.3D.12prof.P2c: Demonstrate and describe an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns).

Accomplished

- 2.3D.12acc.P2a: Develop and apply criteria for selecting a varied collection of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- 2.3D.12acc.P2b: Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.
- 2.3D.12acc.P2c: Demonstrate and explain an understanding of the context (e.g., social, cultural, historical) and expressive intent in a varied collection of music selected for performance that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.

Advanced

- 2.3D.12adv.P2a: Develop and apply criteria for selecting a variety of pieces 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.
- 2.3D.12adv.P2b: Identify and describe important theoretical and structural characteristics and context (e.g., social, cultural, historical) in a varied collection of music selected for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.
- 2.3D.12adv.P2c: Explain and present an understanding of the context (e.g., social, cultural, historical) and the creator's intent in a varied collection of music for performance programs that include melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles.

### **Anchor Standard 6: Conveying meaning through art.**

**Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

**Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

**Practice:** Present

## Performance Expectations:

### Novice

- 2.3D.12nov.P3a: Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments, while demonstrating an understanding of the audience and the context.

### Intermediate

- 2.3D.12int.P3a: Perform with expression and technical accuracy a varied collection of music that includes melodies, repertoire pieces, and chordal accompaniments, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

### Proficient

- 2.3D.12prof.P3a: Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (e.g., arpeggio, country and gallop strumming, finger picking patterns), while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

### Accomplished

- 2.3D.12acc.P3a: Perform with expression and technical accuracy, individually and in small groups, a varied collection of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

### Advanced

- 2.3D.12adv.P3a: Perform with expression and technical accuracy, individually and in small groups, a varied collection of music for performance programs that includes melodies, repertoire pieces, stylistically appropriate accompaniments, and improvisations in a variety of contrasting styles, while demonstrating sensitivity to the audience and an understanding of the context (e.g., social, cultural, historical).

## Responding

### Anchor Standard 7: Perceiving and analyzing products.

**Enduring Understandings:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (i.e., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

**Essential Questions:** How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

**Practices:** Select, Analyze

## Performance Expectations:

### Novice

- 2.3D.12nov.R1a: Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
- 2.3D.12nov.R1b: Identify and describe how interest, experiences, and contexts (e.g., personal, social) effect the evaluation of music.

### Intermediate

- 2.3D.12int.R1a: Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.
- 2.3D.12int.R1b: Explain the influence of experiences and contexts (e.g., personal, social, cultural) on interest in and the evaluation of a varied repertoire of music.

### Proficient

- 2.3D.12prof.R1a: Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.
- 2.3D.12prof.R1b: Develop and apply teacher or student-provided criteria based on personal preference, analysis, and context (e.g., personal, social, and cultural) to evaluate individual and small group musical selections for listening.

### Accomplished

- 2.3D.12acc.R1a: Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of music and specified purpose and context.
- 2.3D.12acc.R1b: Apply personally-developed criteria based on research, personal preference, analysis, interpretation, expressive intent, and musical qualities to evaluate contrasting individual and small group musical selections for listening.

### Advanced

- 2.3D.12adv.R1a: Select, describe, and compare a variety of individual and small group musical programs from varied cultures, genres, and historical periods.
- 2.3D.12adv.R1b: 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.

## Anchor Standard 8: Applying criteria to evaluate products.

**Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

**Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

**Practice:** Evaluate

## **Performance Expectations:**

Novice

- 2.3D.12nov.R2a: Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Intermediate

- 2.3D.12int.R2a: Describe how the elements of music are manipulated and knowledge of the context (e.g., social, cultural) informs the response.

Proficient

- 2.3D.12prof.R2a: Compare passages in musical selections and explain how the elements of music and context (e.g., social, cultural, historical) inform the response.

Accomplished

- 2.3D.12acc.R2a: Explain how the analysis of the structures and context (e.g., social, cultural, historical) of contrasting musical selections informs the response.

Advanced

- 2.3D.12adv.R2a: Demonstrate and justify how the structure functions within a variety of musical selections, and distinguish how context (e.g., social, cultural, historical) and creative decisions inform the response.

## **Anchor Standard 9: Interpreting intent and meaning.**

**Enduring Understanding:** Through their use of elements and structures of music, creators and performers.

**Essential Question:** How do we discern the musical creators' and performers' expressive intent?

**Practice:** Interpret

## **Performance Expectations:**

Novice

- 2.3D.12nov.R3a: Identify interpretations of the expressive intent and meaning of musical selections, referring to the elements of music, context (e.g., personal or social), and the setting of the text (when appropriate).

Intermediate

- 2.3D.12int.R3a: 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 the setting of the text (when appropriate).

### Proficient

- 2.3D.12prof.R3a: 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, cultural), and the setting of the text (when appropriate), and outside sources.

### Accomplished

- 2.3D.12acc.R3a: 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, cultural), the setting of the text (when appropriate), and varied researched sources.

### Advanced

- 2.3D.12adv.R3a: Establish and justify interpretations of the expressive intent and meaning of musical selections by comparing and synthesizing varied researched sources, including references to other art forms.

## Connecting

### Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

**Practice:** Interconnection

#### Performance Expectations:

##### Novice

- 2.3C.12nov.C2a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 2.3A.12nov.CR2a, 2.3A.12nov.CR3b, 2.3A.12nov.P2e, 2.3A.12nov.R1a

##### Intermediate

- 2.3C.12int.C2a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 2.3A.12int.CR2a, 2.3A.12int.CR3b, 2.3A.12int.P2e, 2.3A.12int.R1a

##### Proficient

- 2.3B.12prof.C1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 2.3A.12prof.CR2a, 2.3A.12prof.CR3b, 2.3A.12prof.P2e, 2.3A.12prof.R1a

Accomplished

- 2.3B.12acc.C1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 2.3A.12acc.CR2a, 2.3A.12acc.CR3b, 2.3A.12acc.P2e, 2.3A.12acc.R1a

Advanced

- 2.3B.12adv.C1a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music

This Performance Expectation is embedded in the following Artistic Processes: 2.3A.12adv.CR2a, 2.3A.12adv.CR3b, 2.3A.12adv.P2e, 2.3A.12adv.R1a

### **Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.**

**Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

**Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

**Practice:** Interconnection

#### **Performance Expectations:**

Novice

- 2.3C.12nov.C2a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 2.3A.12nov.CR2a, 2.3A.12nov.CR3b, 2.3A.12nov.P2e, 2.3A.12nov.R1a

Intermediate

- 2.3C.12int.C2a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

This Performance Expectation is embedded in the following Artistic Processes: 2.3A.12int.CR2a, 2.3A.12int.CR3b, 2.3A.12int.P2e, 2.3A.12int.R1a

### Proficient

- 2.3B.12prof.C1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 2.3A.12prof.CR2a, 2.3A.12prof.CR3b, 2.3A.12prof.P2e, 2.3A.12prof.R1a

### Accomplished

- 2.3B.12acc.C1a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

This Performance Expectation is embedded in the following Artistic Processes: 2.3A.12acc.CR2a, 2.3A.12acc.CR3b, 2.3A.12acc.P2e, 2.3A.12acc.R1a

### Advanced

- 2.3B.12adv.C1a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music

This Performance Expectation is embedded in the following Artistic Processes: 2.3A.12adv.CR2a, 2.3A.12adv.CR3b, 2.3A.12.P2e, 2.3A.12adv.R1a