

Music Curriculum 9-12 Grades

Content Standard: Singing, alone and with others, a varied repertoire of music.

| Achievement Objective | Level | Content or Skills Taught | Assessment | Resources |
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| 1a. Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level difficulty of 4, on a scale of 1 to 6, including some songs performed from memory. | Proficient | a.Basic posture, vocal production and breathing skills. b.Appropriate tone quality and technical facility c. Perform warm-ups correctly with appropriate expression, tone and dynamics d.Perform at least one song in a foreign language | a. Teacher Observation b. Vocal Evaluation c. performance d. Student feedback | Musical score |
| 1b. Students sing music written in four parts, with and without accompaniment. | Proficient | Listening skills, vocal independence, pitch maintenance, memorization | a. Teacher Observation b. Vocal Evaluation c. Performance | Musical score |
| 1c. Students demonstrate well-developed ensemble skills. | Proficient | Awareness of part connected to the whole. Dynamics, tempo, Note accuracy, accuracy of pitches | a. Teacher Observation b. Vocal Evaluation c. Performance d. Student | Musical score |

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| 1d. Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6 | Advanced | a.Basic posture, vocal production and breathing skills b.Appropriate tone quality, full,rich, open,, tone. c.Mastery of complex rhythms,melodic feature and subtle, nuances d.Perform warmups with appropriate expression, dynamics and tone quality e. Music in other languages | a.Teacher Observation b.Vocal Evaluation c.Performance d.Student feedback | Musical score |
| 1e. Students sing music written in more than four parts. | Advanced | a.Perform individual part accurately with correct rhythms pitches and shadings. b. Listening skills, part memory c. Sing within the section and outside the section. | a.Teacher Observation b.Vocal Evaluation c.Performance d.Student Feedback | Musical score |
| 1f. Students sing in small ensembles with one student on a part. | Advanced | a.Mastery of part with correct tone production, accurate rhythms and dynamics. b.Ability to sing part “on call” alone or with others. c. Maintenance of pitch , with appropriate tone quality and dynamics | a. Teacher Observation b.Vocal Evaluation c. Performance d.Student Evaluation | Musical score |

Content Standard: Performing on instruments, alone and with others, a varied repertoire of music.

| Achievement Objective | Level | Content or Skills Taught | Assessment | Resources |
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| 2a. Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6. | Proficient | | | |
| 2b. Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills. | Proficient | | | |
| 2c. Students perform in small ensembles with one student on a part | Proficient | | | |
| 2d. Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6. | | | | |

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Content Standard: Improvising melodies, variations, and accompaniments.

| Achievement Objective | Level | Content or Skills Taught | Assessment | Resources |
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| 3a. Student improvise stylistically appropriate harmonizing parts | Proficient | a)listening skills b)tonal memory c)musical vocabulary d)creativity | Teacher observation Student observation Video observation | Video recorder Cd or tape recorder Keyboard |
| 3b. Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys. | Proficient | a)tonal memory b)musical vocabulary c)listening skills d)creativity | Teacher observation Student observation Video observation Tape recording | Video recorder CD or tape recorder Keyboard |
| 3c. Students improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality. | Proficient | a)listening skills b)creativity c)tonal memory d)musical vocabulary | Teacher observation Student Observation Video Observation Tape recording | Video Recorder CD or tape recorder Keyboard |
| 3d. Students improvise stylistically appropriate harmonizing parts in a variety of styles. | Advanced | a)Listening skills b)physical coordination c)tonal memory d)musical vocabulary e.)creativity | Teacher Observation Student Observation Video Observation Tape/CD recording | Video Recorder CD or tape recorder Keyboard |
| 3e. Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality. | Advanced | a)creativity b)llistening skills c)tonal memory d)musical vocabulary | Teacher Observation Student Observation Video Observation Tape /CD recording | Keyboard Cd or tape recorder Video recorder |

Content Standard: Composing and arranging music within specified guidelines.

| Achievement Objective | Level | Content or Skills Taught | Assessment | Resources |
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| 4a. Students compose in several distinct styles, demonstrating creativity in using the elements of music for expressive effect. | Proficient | a)notational skills b)tonal memory c)listening skills d)musical vocabulary e)creativity | Teacher Observation Student Observation Video observation | Keyboard Video recorder CD or Tape recorder |
| 4b. Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music. | Proficient | a)Compare /contrast b)notational skills c)listening skills d)musical vocabulary e)tonal memory f)creativity | Teacher observation Student observation Video recording Cd or tape recording | Video recorder Manuscript paper Keyboard CD or tape recorder |
| 4c. Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources. | Proficient | a)notational skills b)organizational skills c)musical vocabulary d)notational skills e.)listening skills f)creativity | Live performance Teacher observation Student Observation Video Observation | Keyboard Video Recorder CD or tape recorder |
| 4d. Students compose music, demonstrating imagination and technical skill in applying the principles of composition. | Advance | a)notational skills b)musical vocabulary c)tonal memory d)listening skills e)creativity | Written evaluation Teacher observation Student observation Video observagtion | Keyboard Video Recorder CD or Tape recorder |

Content Standard: Reading and notating music.

| Achievement Objective | Level | Content or Skills Taught | Assessment | Resources |
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| 5a. Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used. | Proficient | a. Identify pitches in the appropriate voice clef b. Identify the following note values (quarter, half, dotted half, eighth, sixteenth, dotted eighth/sixteenth) rests, duple and triple meter, key signatures, time signature | a. Teacher Observation b. Student observation c. Written evaluation d. oral evaluation | Musical score |
| 5b. Students sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6. | Proficient | a. Recognize elements, symbols and musical terms. b. Identify dynamic markings c. Read rhythms accurately | a. Teacher Observation b. Student observation c. Oral Evaluation | Musical score |
| 5c. Students demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs. | Advanced | a. Recognize the relationship of parts, treble and bass. b. Identify more complex rhythmic patterns c. Negotiate greater vocal Range demands. d. Identify elements, symbols and music terms. e. Identify dynamic markings | a. Teacher Observation b. Written Evaluation c. Student Observation d. Oral Evaluation | Musical score |

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| 5d. Students interpret nonstandard notation symbols used by some 20 th century composers. | Advanced | a.Vocabulary of the art Form b. Compare and contrast c. prior knowledge | Teacher observation Student Observation | Musical score |
| 5e. Students sightread, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6. | Advanced | a.Recognize more complex rhythmic patterns b.Identify more demanding vocal lines c. Identify elements, music symbols and terminology d.Identify dynamic markings e. Identify time signatures and key signatures. | a.Teacher Observation b.Student Observation | Musical score |

Content Standard: Listening to, analyzing, and describing music.

| Achievement Objective | Level | Content or Skills Taught | Assessment | Resources |
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| 6a.Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the used of elements of music and expressive | Proficient | Prior knowledge Critical Listening skills Vocabulary of the Art Form | a.Teacher observation b.Written Evaluation | a.Recordings b.Live performances c. hand held sheet music |

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| devices. | | | | |
| 6b. Students demonstrate extensive knowledge of the technical vocabulary of music. | Proficient | Vocabulary of Art Form | a. Seatwork b. Written Evaluation c. Oral Evaluation d. Teacher Observation | |
| 6c. Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release I musical work and give examples of other works that make similar uses of these devices and techniques. | Proficient | Prior Knowledge Compare and contrast Critical Listening Skills | a. Teacher Observation b. Written Evaluation c. Oral Evaluation d. Student Feedback | a. Live Performance b. Recordings c. Sheet music |
| 6d. Students demonstrate the ability to perceive and remember music events by describing in detail significant events occurring in a given aural example. | Advance | Critical Listening Skills Compare and Contrast Tonal Memory | a. Teacher Observation b. Student Feedback c. Written evaluation d. Oral Evaluation | a. Live performance b. Recording |
| 6e. Students compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style. | | Prior Knowledge Compare and Contrast Critical Listening Skills | a. Teacher Observation b. Written Evaluation c. Oral Evaluation | a. Live Performance b. Recording C. Sheet music |
| 6f. Students analyze and describe uses of the elements of music in a given work that | | Prior Knowledge Compare and contrast Vocabulary of Art Form | | a. Live Performance b. Recording c. Sheet Music |

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| make it unique, interesting and expressive. | | | | |
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Content Standard: Evaluating music and music performances.

| Achievement Objective | Level | Content or Skills Taught | Assessment | Resources |
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| 7a. Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music. | Proficient | a.Prior Knowledge b.Discussion c.Experience the selection d.Listening e. critical thinking | a. teacher observation b. student observation | Copy or recording of selection(s) |
| 7b. Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. | Proficient | a. prior knowledge b. compare/contrast c. discussion d. listening e. critical thinking | a.teacher observation b.student observation | Copy or recording of Selection(s) |
| 7c. Students evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions. | Advance | a.prior knowledge b .compare/contrast c.discussion d.listening e. critical thinking | a. teacher observation b. student observation | Copy or recording of Selection(s) |

Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts.

| Achievement Objective | Level | Content or Skills Taught | Assessment | Resources |
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| 8a. Students explain how elements, artistic processes , and organizational principles are used in similar and distinctive ways in the various arts and cite examples. | Proficient | a.prior knowledge b, listening skills c.musical literacy d.vocabulary e. critical thinking | a.teacher observation b.student observation c.written evaluation | |
| 8b. Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures. | Proficient | a.prior knowledge b.musical literacy c.vocabulary d. critical thinking e.listening skills | a. teacher observation b. student observation c.written evaluation | |
| 8c. Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music. | Proficient | a.prior knowledge b.critical thinking | a.teacher observation b.student observation | |
| 8d. Students compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures. | Advanced | a.prior knowledge b. compare/contrast c.critical thinking d.vocabulary | a.teacher observation b.student observation c.written evaluation | |
| 8e. Students explain how the | | a. compare/contrast | a.teacher observation | |

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| roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts. | Advanced | b. critical thinking c. prior knowledge d. vocabulary | b.student observation c.written evaluation | |
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Content Standard: Understanding music in relation to history and culture.

| Achievement Objective | Level | Content or Skills Taught | Assessment | Resources |
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| 9a. Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. | Proficient | a.listening b.prior knowledge c.music vocabulary d.critical thinking | a.teacher observation b.student observation c.written evaluation | |
| 9b.Students identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them. | Proficient | a. prior knowledge b. music vocabulary c. critical thinking | a. teacher observation b. written evaluation c. student observaton | |
| 9c. Students identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements. | Proficient | a.prior knowledge b. music vocabulary c. critical thinking | a.written evaluation b.teacher observation c.student observation | |

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| <p>9d. Students identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context.</p> | | <p>a.listening b.prior knowledge c.critical thinking d. musical vocabulary</p> | <p>a. teacher observation b. written evaluation c. student observation</p> | |
| <p>9e. Students identify and describe music genres or styles that show the influence of two or more cultural traditions identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.</p> | | | | |

