GENERAL MUSIC CURRICULUM STANDARDS
GRADES 9-12

Standard 1.0 Singing

Students will sing, alone and with others, a varied repertoire of music.

Course Level Expectations (CLEs)

The student will

1.1 Demonstrate the ability to sing, in an ensemble, with an understanding of pitch, rhythm, and dynamics.
1.2 Demonstrate the ability to sing, alone, with an understanding of pitch, rhythm, and dynamics.

Checks for Understanding

1.1 Sing a given melody or harmonizing part, in a small group, with rhythmic accuracy.
Sing a given melody or harmonizing part, in a small group, maintaining pitch accuracy.
Sing a given melody or harmonizing part, in a small group, with musical expression.
1.2 Sing a given melody, alone, with rhythmic accuracy.
Sing a given melody, alone, with pitch accuracy.
Sing a given melody, alone, with musical expression.

Student Performance Indicators (SPIs)

The student is able to

1.1.1 Sing, in an ensemble, with rhythmic accuracy.
1.1.2 Sing, in an ensemble, with pitch and rhythmic accuracy.
1.1.3 Sing, in an ensemble, with musical expression and technical accuracy.
1.2.1 Sing a solo melody with rhythmic accuracy.
1.2.2 Sing a solo melody with pitch and rhythmic accuracy.
1.2.3 Sing a solo melody with musical expression and technical accuracy.

Standard 2.0 Playing Instruments

Students will perform on instruments, alone and with others, a varied repertoire of music.

Course Level Expectations (CLEs)

The student will
2.1 Demonstrate the ability to perform instrumental music, in an ensemble, with an understanding of pitch, rhythm, and dynamics.

2.2 Demonstrate the ability to perform instrumental music, alone, with an understanding of pitch, rhythm, and dynamics.

**Checks for Understanding**

2.1 Play a given melody or harmonizing part, in a small group, with rhythmic accuracy.
   Play a given melody or harmonizing part, in a small group, with pitch accuracy.
   Play a given melody, in a small group, with musical expression.

2.2 Play a given melody, alone, with rhythmic accuracy.
   Play a given melody, alone, with pitch accuracy.
   Play a given melody, alone, with musical expression.

**Student Performance Indicators (SPIs)**

The student is able to

2.1.1 Perform an instrumental part, in an ensemble, with pitch accuracy.
2.1.2 Perform an instrumental part, in an ensemble, with pitch and rhythmic accuracy.
2.1.3 Perform an instrumental part, in an ensemble, with musical expression and technical accuracy.

2.2.1 Perform an instrumental part, alone, with pitch accuracy.
2.2.2 Perform an instrumental part, alone, with pitch and rhythmic accuracy.
2.2.3 Perform an instrumental part, alone, with musical expression and technical accuracy.

**Standard 3.0 Improvising**

**Students will improvise melodies, variations, and accompaniments.**

**Course Level Expectations (CLEs)**

The student will

3.1 Demonstrate the ability to improvise melodies.
3.2 Demonstrate the ability to improvise variations.
3.3 Demonstrate the ability to improvise accompaniments.

**Checks for Understanding**

3.1 Improvise a melody which begins and ends on the tonic.
3.2 Improvise a variation on a given melody using various rhythmic patterns.
3.3 Improvise a rhythmic accompaniment for a given melody.

**Student Performance Indicators (SPIs)**

The student is able to

3.1.1 Explore improvising short melodic passages.
3.1.2 Create a melody within specific guidelines.
3.1.3 Improvise a melody appropriate to a teacher-given style.

3.2.1 Improvise a rhythmic variation for a given melody.
3.2.2 Improvise a melodic variation for a given melody.
3.2.3 Improvise a harmonic part for a given melody.

3.3.1 Improvise a rhythmic accompaniment for a given melody.
3.3.2 Experiment with placing tonic, subdominant and dominant chords as an accompaniment for a given melody.
3.3.3 Improvise a harmonic accompaniment for a given melody.

**Standard 4.0 Composing**

Students will compose and arrange music within specified guidelines.

**Course Level Expectations (CLEs)**

The student will

4.1 Compose a simple melody using the elements of music within specified guidelines.
4.2 Arrange familiar melodies into a simple composition.

**Checks for Understanding**

4.1 Compose an eight-measure melody in C, G or F Major.
4.2 Arrange two familiar melodies using teacher-given guidelines.

**Student Performance Indicators (SPIs)**

The student is able to

4.1.1 Compose, in groups, a melody using basic elements of music within specified guidelines.
4.1.2 Compose, individually, a melody using the basic elements of music within specified guidelines.
4.1.3 Compose, individually, a melody with a rhythmic accompaniment demonstrating an understanding of the elements of music.
4.2.1 Arrange, working in groups, two melodies using specified guidelines.
4.2.2 Arrange, individually, two melodies using specified guidelines.
4.2.3 Arrange, individually, two or more melodies demonstrating an understanding of the elements of music.

Standard 5.0 Reading and Notating

Students will read and notate music.

Course Level Expectations (CLEs)

The student will

5.1 Demonstrate an understanding of notation including rhythm, melody, harmony, and dynamics.
5.2 Demonstrate accurate use of standard notation including rhythm, melody, harmony, and dynamics.

Checks for Understanding

5.1 Read treble and bass clef notes.
   Read basic rhythmic values from whole to sixteenth notes and rests.
   Read dynamic symbols from ff to pp.
   Read basic intervals
   Read tonic, subdominant and dominant chords.
   Read whole and half steps.
   Create major scales in the keys of C, F and/or G Major.
   Read common tempo markings.

5.2 Write rhythm patterns using note and rest values (from whole to sixteenth) in 2/4, 3/4, 4/4, and/or 6/4 time signatures.
   Write a melody in treble clef.
   Write a melody in bass clef.
   Write a melody with a harmonic accompaniment using dynamic markings.

Student Performance Indicators (SPIs)

The student is able to

5.1.1 Explore notated examples that include rhythm, pitch, melody, dynamics, and harmony.
5.1.2 Identify components of notated examples including rhythm, pitch, melody, dynamics, and harmony.
5.1.3 Interpret notated examples including rhythm, pitch, melody, dynamics, and harmony.
5.2.1 Notate rhythm, melody (treble and bass clef), and symbols following teacher-given guidelines.
5.2.2 Notate music in two or more parts.
5.2.3 Create and notate an accompaniment for a given melody using tonic, subdominant, and dominant chords.

**Standard 6.0 Listening and Analyzing**

**Students will listen to, analyze, and describe music.**

**Course Level Expectations (CLEs)**

The student will

6.1 Demonstrate knowledge of music vocabulary.
6.2 Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.
6.3 Compare and contrast compositional devices and techniques between two musical works.

**Checks for Understanding**

6.1 Define and discuss terminology used to describe music.
6.2 Listen to and list the similarities between music of two diverse genres.
6.3 Analyze and discuss the similarities and differences between two compositions within the same period of music history.

**Student Performance Indicators (SPIs)**

The student is able to

6.1.1 Identify the vocabulary used to describe music.
6.1.2 Define the vocabulary used to describe music.
6.1.3 Demonstrate an understanding of the music vocabulary used in selected literature.
6.2.1 Describe an aural musical example using music vocabulary.
6.2.2 Analyze two or more aural musical examples of different styles using music vocabulary and describe the characteristics that make each unique.
6.2.3 Analyze two or more aural musical examples of different cultures using music vocabulary and describe the characteristics that make each unique.
6.3.1 Describe similarities between two musical examples using music vocabulary.
6.3.2 Describe differences between two musical examples using music vocabulary.
6.3.3 Compare and contrast the compositional devices in two or more musical examples.
Standard 7.0 Evaluating

Students will evaluate music and music performances.

Course Level Expectations (CLEs)

The student will

7.1 Evaluate the quality of music compositions through score study.
7.2 Evaluate the quality and effectiveness of music performances.

Checks for Understanding

7.1 Analyze a given music composition through score study.
7.2 Listen and write an evaluation of a musical performance using a teacher-given criteria. Listen to and write a comparison of two different performances of the same musical selection using student-developed criteria.

Student Performance Indicators (SPIs)

The student is able to

7.1.1 Use appropriate criteria for evaluating music compositions.
7.1.2 Develop and use appropriate criteria for evaluating music compositions.
7.1.3 Assess the quality of music compositions using student-developed criteria.
7.2.1 Identify and use appropriate criteria for evaluating the quality and effectiveness of music performances.
7.2.2 Develop and use appropriate criteria for evaluating the quality and effectiveness of music performances.
7.2.3 Assess the quality of music performances using student-developed criteria.

Standard 8.0 Interdisciplinary Connections

Students will understand relationships between music, the other arts, and disciplines outside the arts.

Course Level Expectations (CLEs)

The student will

8.1 Compare stylistic characteristics of two or more arts within a particular historical period.
8.2 Explore the relationship between the arts and other academic disciplines.
8.3 Demonstrate an understanding of the role of technology in today’s music.
Checks for Understanding

8.1 Compare a musical work to another art work (i.e., dance, theatre, or visual art) within the same historical period.
8.2 Identify the relationship of music to another academic discipline (e.g., science, history, language arts, world languages).
8.3 Identify ways technology is used and how it impacts music today.

Student Performance Indicators (SPIs)

The student is able to

8.1.1 Compare characteristics of music and those of another art discipline within a given historical period.
8.1.2 Compare styles of music and those of another art discipline within a given historical period.
8.1.3 Compare and contrast styles of music and those of another art discipline within a given historical period.
8.2.1 Recognize the similarities between an academic discipline outside the arts and those of music.
8.2.2 Recognize the differences between an academic discipline outside the arts and those of music.
8.2.3 Demonstrate (written or oral) the relationship between an academic discipline outside the arts and music.
8.3.1 Identify ways technology is used in music.
8.3.2 Explain how technology is used in music.
8.3.3 Determine ways music technology impacts today’s society.

Standard 9.0 Historical and Cultural Relationships

Students will understand music in relation to history and culture.

Course Level Expectations (CLEs)

The student will

9.1 Distinguish characteristics of representative music genres and styles from a variety of historical periods.
9.2 Distinguish characteristics of representative music genres and styles from a variety of cultures.
9.3 Examine the evolution of American musical genres.
Checks for Understanding

9.1 Present a timeline consisting of musical and historical events related to periods studied.
9.2 Compare the use of elements of music in different cultures studied.
9.3 Present a historical overview using various representational techniques (e.g., mappings, drawings, diagrams) of a given American music genre.

Student Performance Indicators (SPIs)

The student is able to

9.1.1 Identify the characteristics of representative music genres and styles from two or more historical periods.
9.1.2 Compare representative music genres and styles from two or more historical periods.
9.1.3 Compare and contrast the characteristics of representative music genres from two or more historical periods.

9.2.1 Identify the characteristics of representative music genres and styles from two or more cultures.
9.2.2 Compare representative music genres and styles from two or more cultures.
9.2.3 Compare and contrast the characteristics of representative music genres from two or more cultures.

9.3.1 Explore the sources and development of an American music genre and correlate with well-known performers associated with that genre.
9.3.2 Explore the sources and development of two American music genres and correlate with well-known performers associated with the two genres.
9.3.3 Explore the sources and development of three American music genres and correlate with well-known performers associated with those genres.