

MUSIC HISTORY 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 an understanding of elements of music by singing/chanting.

Checks for Understanding

- 1.1 Sing or chant an appropriate example that demonstrates knowledge of one or more elements of music.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Illustrate one element of music by singing/chanting (e.g., form, texture, dynamics).
- 1.1.2 Illustrate two elements of music by singing/chanting (e.g., form, texture, dynamics).
- 1.1.3 Illustrate three elements of music by singing/chanting (e.g., form, texture, dynamics).

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 an understanding of elements of music by playing on instruments.

Checks for Understanding

- 2.1 Play on pitched or unpitched instruments an appropriate example that demonstrates knowledge of one or more elements of music.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Illustrate one element of music by playing pitched and/or unpitched instruments (e.g., harmony, texture, dynamics).
- 2.1.2 Illustrate two elements of music by playing pitched and/or unpitched instruments (e.g., harmony, texture, dynamics).
- 2.1.3 Illustrate three elements of music by playing pitched and/or unpitched instruments (e.g., harmony, texture, dynamics).

Standard 3.0 Improvising

Students will improvise melodies, variations, and accompaniments.

Course Level Expectations (CLEs)

The student will

- 3.1 Demonstrate an understanding of elements of music, genres, and/or style periods through improvisation.
- 3.2 Improvise, alone or with others, a short melodic, rhythmic, or harmonic passage to demonstrate a given emotion.

Checks for Understanding

- 3.1 Improvise an appropriate example that demonstrates knowledge of one or more elements of music.
Improvise an appropriate example that demonstrates knowledge of one or more genres.
Improvise an appropriate example that demonstrates knowledge of one or more style periods.
- 3.2 Improvise a short passage (i.e., rhythm, melody, or harmony) to demonstrate a given emotion.

Student Performance Indicators (SPIs)

The student is able to

- 3.1.1 Identify elements of music, genres, and/or style periods.
- 3.1.2 Change any of the elements of music in a given melody or rhythm.
- 3.1.3 Identify the element of music that is changed in a teacher given melody or rhythm.
- 3.2.1 Identify emotions expressed in music.
- 3.2.2 Identify ways to change a melodic, rhythmic, or harmonic passage to express a given emotion (e.g., mode, dynamics, tempo).
- 3.2.3 Improvise, alone or with others, a passage using a previously identified element of music.

Standard 4.0 Composing

Students will compose and arrange music within specified guidelines.

Course Level Expectations (CLEs)

The student will

- 4.1 Demonstrate an understanding of elements of music, genres, and/or style periods through composition.
- 4.2 Demonstrate an understanding of elements of music and/or style periods by arranging.

Checks for Understanding

- 4.1 Compose a musical example to illustrate a given element of music, genre, or style period.
- 4.2 Arrange a musical example ending on the tonic.
Arrange a musical example ending on the dominant.
Arrange a musical example to illustrate the dominant-tonic relationship.

Student Performance Indicators (SPIs)

The student is able to

- 4.1.1 Compose a short piece within specified guidelines using only body percussion and movement.
- 4.1.2 Compose a short piece within specified guidelines using body percussion, movement, and vocal sounds (speech or melody).
- 4.1.3 Compose a short piece within specified guidelines using body percussion, movement, vocal sounds (speech or melody), and pitched or unpitched instruments (including found instruments).
- 4.2.1 Arrange given melodic patterns to end on tonic.
- 4.2.2 Arrange given melodic patterns to end on dominant.
- 4.2.3 Arrange given melodies to end with dominant-tonic to discover the dominant-tonic relationship.

Standard 5.0 Reading and Notating

Students will read and notate music.

Course Level Expectations (CLEs)

The student will

- 5.1 Demonstrate basic reading skills using standard and/or non-standard notation.
- 5.2 Demonstrate basic notating skills using standard and/or non-standard notation.

Checks for Understanding

- 5.1 Sing, play, or move to demonstrate the ability to read a given rhythmic exercise written in standard and/or non-standard notation.
Sing, play, or move to demonstrate the ability to read a given melodic exercise written in standard and/or non-standard notation.
Sing, play, or move to demonstrate an understanding of a written representation of the dominant-tonic relationship.
- 5.2 Write an example of historical or non-traditional notation (e.g., neumes, John Cage).
Write an example of music using modern notation (staff).
Notate an example of music using the dominant-tonic relationship.

Student Performance Indicators (SPIs)

The student is able to

- 5.1.1 Sing, play, or move to a selected written rhythmic exercise using standard and/or non-standard notation.
- 5.1.2 Sing, play, or move to a selected melodic exercise using standard and/or non-standard notation.
- 5.1.3 Sing, play, or move to a selected exercise containing dominant-tonic cadences using standard and/or non-standard notation.
- 5.2.1 Notate an example of music using historical or non-traditional notation.
- 5.2.2 Notate an example of modern notation (staff).
- 5.2.3 Notate a composition containing dominant-tonic cadences using standard and/or non-standard notation.

Standard 6.0 Listening and Analyzing

Students will listen to, analyze and describe music.

Course Level Expectations (CLEs)

The student will

- 6.1 Listen and describe music of various style periods and vocal (including opera and musical theater) and instrumental genres.
- 6.2 Analyze and describe music of various style periods and vocal and instrumental genres.

Checks for Understanding

- 6.1 Listen and describe music of a given style period.
Listen and describe music of a given vocal genre.
Listen and describe music of a given instrumental genre.
- 6.2 Analyze and describe music of a given style period.
Analyze and describe music of a given vocal genre.
Analyze and describe music of a given instrumental genre.

Student Performance Indicators (SPIs)

The student is able to

- 6.1.1 List characteristics of music from various genres and/or style periods using teacher-provided guidelines.
- 6.1.2 Describe characteristics of music from various genres and/or style periods using teacher-provided guidelines.
- 6.1.3 Discuss characteristics of music from various genres and/or style periods using teacher-provided guidelines.
- 6.2.1 Identify emotions and thoughts communicated by composers from various genres and/or style periods.
- 6.2.2 Analyze how the elements of music communicate thoughts and emotions.
- 6.2.3 Synthesize elements and their applications that might combine to communicate a thought or mood to others.

Standard 7.0 Evaluating

Students will evaluate music and music performances.

Course Level Expectations (CLEs)

The student will

- 7.1 Evaluate musical works using elements of music characteristic to each style period.
- 7.2 Evaluate musical performances using elements of music characteristic to each style period.

Checks for Understanding

- 7.1 Identify ensemble type and size using teacher-provided guidelines.
Assess the elements of music in a work to determine its genre using teacher-provided guidelines.
Assess the elements of music in a work to determine its style period using teacher-provided guidelines.

Identify style period or composer using teacher-provided guidelines.

7.2 Evaluate multiple performances of a significant work using a teacher-provided rubric.

Student Performance Indicators (SPIs)

The student is able to

7.1.1 Identify elements of music heard aurally using teacher-provided guidelines.

7.1.2 Categorize characteristics of the elements of music heard aurally using teacher-provided guidelines.

7.1.3 Hypothesize a style period or composer based on the characteristics of elements of music.

7.2.1 Compare and contrast two performances of the same work.

7.2.2 Categorize the differences between performances based on the elements of music using teacher-provided guidelines.

7.2.3 Identify performance practices incongruent with the style period using teacher-provided guidelines.

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 Demonstrate an understanding of how the elements of music change from one style period to another.

8.2 Demonstrate an understanding of the connection of elements (e.g., color, balance, texture) between music and the other arts disciplines.

8.3 Demonstrate an understanding of the connections between music and disciplines outside the arts.

8.4 Demonstrate an understanding of becoming a responsible consumer of music.

Checks for Understanding

8.1 Determine the application of the elements of music in a given style period.

Describe the application of the elements of music in a given style period.

Compare the application of the elements of music between given style periods.

Determine the reasons for change in the application of the elements of music in given style periods.

8.2 Describe the application of given elements between music and visual art.

- Describe the application of given elements between music and dance.
 - Describe the application of given elements between music and theater.
 - Compare the application of given elements between music and visual art.
 - Compare the application of given elements between music and dance.
 - Compare the application of given elements between music and theater.
- 8.3 Describe the application of given elements between music and literature.
- Compare the application of given elements between music and literature.
 - Discuss how the elements of music are connected to the sciences.
 - Discuss how the elements of music are connected to mathematics.
- 8.4 List some components of copyright law.
- List some effects of copyright law on the music consumer.
 - List some effects of copyright law on the performer.
 - List some effects of copyright law on the composer.
 - List some effects of copyright law on the publisher.
 - Discuss ways that music is stored.
 - Discuss ways that music is transferred.

Student Performance Indicators (SPIs)

- 8.1.1 Identify the application of elements of music in each style period.
- 8.1.2 Describe and compare the application of elements of music in each style period.
- 8.1.3 Determine the reason for different applications of elements of music between style periods.
- 8.2.1 Identify music elements that are common to other arts disciplines.
- 8.2.2 Describe the application of common elements in music and the other arts disciplines.
- 8.2.3 Compare and contrast the elements of music with those of other arts disciplines.
- 8.3.1 Identify components that are common to music and disciplines outside the arts.
- 8.3.2 Describe the application of common components in music and disciplines outside the arts.
- 8.3.3 Investigate the components common to music and disciplines outside the arts.
- 8.4.1 Demonstrate an understanding of copyright law and it's implications for music consumers.
- 8.4.2 Discuss the role of technology in creating and listening to music.
- 8.4.3 Debate the effect of technology on the way music is consumed.

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 Explore the reciprocal relationship between music and the influences of history and culture.

Checks for Understanding

- 9.1 Outline the influence of society (e.g., education, health, religion, dress, family dynamics, disasters) on music within a given style period.

Outline the influence of music on society (e.g., education, health, religion, dress, family dynamics, disasters) within a given style period.

Report on the influence of society (e.g., education, health, religion, dress, family dynamics, disasters) on music within a given style period.

Report on the influence of music on society (e.g., education, health, religion, dress, family dynamics, disasters) within a given style period.

Outline the influence of economics (e.g., food, transportation, jobs) on music within a given style period.

Outline the influence of music on economics (e.g., food, transportation, jobs) within a given style period.

Report on the influence of economics (e.g., food, transportation, jobs) on music within a given style period.

Report on the influence of music on economics (e.g., food, transportation, jobs) within a given style period.

Outline the influence of politics (e.g., government, wars, control of money and power, significant people) on music within a given style period.

Outline the influence of music on politics (e.g., government, wars, control of money and power, significant people) within a given style period.

Report on the influence of politics (e.g., government, wars, control of money and power, significant people) on music within a given style period.

Report on the influence of music on politics (e.g., government, wars, control of money and power, significant people) within a given style period.

Student Performance Indicators (SPIs)

The student is able to

- 9.1.1 Identify the historical and cultural influences on music.
- 9.1.2 Identify the reciprocal relationship between music and the influences of history and culture.

- 9.1.3 Interpret and present the effects of the relationships between music and the influences of history and culture.