

Music

HIGH SCHOOL 1

STANDARD 1

The student acquires knowledge of the elements necessary to create, perform and respond effectively to music.

To meet this standard, the student will:

Benchmark HS1.1.1: Read and notate music.

Indicators:

- HS1.1.1.1 Define and identify basic musical indicators of the duration (e.g., sixteenth notes and rests through to whole notes and rests, including dotted values).
- HS1.1.1.2 Identify pitches on the grand staff, including ledger lines and using sharp, flat, and natural symbols.
- HS1.1.1.3 Identify and notate major key signatures and scales, up to and including a minimum of four sharps and four flats.
- HS1.1.1.4 Solve and notate the intervals within a major scale.
- HS1.1.1.5 Clap back, aurally identify, and notate given rhythms in up to two measures in 4/4, 3/4, or 2/4, using eighth through whole notes and rests, including dotted values.
- HS1.1.1.6 Reproduce, aurally identify, and notate given intervals in a major scale (i.e., P1, +2, +3, P4, P5, +6, +7, P8).
- HS1.1.1.7 Reproduce and notate simple melodies: up to two measures in 4/4 and 3/4, using eighth through whole notes and rests, including dotted values, within an octave.

Benchmark HS1.1.2: Listen to, analyze, and describe music.

Indicators:

- HS1.1.2.1 Identify and describe basic musical indicators of speed and changes in speed (e.g., andante, moderato, allegro, ritardando, rallentando, and accelerando).
- HS1.1.2.2 Define and describe characteristics of sound and categories of sound (e.g., instrumental, vocal, high, low, bright, dark).
- HS1.1.2.3 Identify and describe basic musical indicators of dynamics (e.g., pianissimo through fortissimo, including crescendo and decrescendo).
- HS1.1.2.4 Describe the difference between consonance and dissonance in various contexts.
- HS1.1.2.5 Define and describe musical textures (i.e., monophonic, homophonic, and polyphonic).
- HS1.1.2.6 Describe concepts of “balance and blend”
- HS1.1.2.7 Use appropriate terminology to describe how repetition and contrast of musical elements are used to organize sound (e.g., phrase structure, motif and theme, imitation, verse and chorus, bridge).
- HS1.1.2.8 Demonstrate an understanding of the following simple musical forms: binary, ternary, popular song, and two other simple performance forms related to a specific cultural context (e.g., Native drum song, Scottish pipe song).
- HS1.1.2.9 Identify and describe, orally and in writing, the elements of music (see “Theory” above) from a variety of live and/or recorded examples.

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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HS1.1.2.10 Identify and describe, orally and in writing, how the elements of music work together in a particular historical style and cultural context in a variety of musical works that are dealt with chronologically, conceptually, thematically, and/or by genre (e.g., chronologically: baroque, classical, romantic, contemporary, jazz, popular music, etc.; conceptually: rhythmically oriented music, melodically oriented music, loud or quiet music, music of a specific texture, etc.; thematically: music for celebration, music for dance, music for film, music for rituals, music that tells stories, patriotic music, etc.; by genre: impressionism, ragtime, big band, jazz, rock 'n' roll, Kodo, Ghanaian drumming, aboriginal songs, Canadian Maritime music, etc.).

Benchmark HS1.3: Evaluate music and music performances.

Indicators:

- HS1.1.3.1 Demonstrate the ability to listen attentively and with discernment to live and recorded music, using the stages of critical analysis (initial reaction, description, analysis, interpretation, and judgment).
- HS1.1.3.2 Analyze, orally and in writing, the quality and impact of a variety of live and/or recorded performances, using appropriate music vocabulary.
- HS1.1.3.3 Analyze the quality of their own and their peers' performances, using appropriate music vocabulary to suggest ways of improving those performances (e.g., style/groove, intonation, tone quality, dynamics, articulation, phrasing, rhythm, balance and blend, overall effect).

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STANDARD 2

The student uses music knowledge and skills to produce creative works.

To meet this standard, the student will:

Benchmark HS1.2.1: Sing alone and with others, a varied repertoire of music.

Indicators:

- HS1.2.1.1 Accurately sing notated or stylistically correct articulations (e.g., accent, staccato, slur).
- HS1.2.1.2 Sing with an understanding of musical phrase structure (i.e., notated, improvised, or stylistically correct).
- HS1.2.1.3 Demonstrate consistently correct body posture.
- HS1.2.1.4 Control notated or stylistically correct dynamics while maintaining good tone quality.
- HS1.2.1.5 Sing with tone quality appropriate to the repertoire being performed.
- HS1.2.1.6 Sing with control within an appropriate range (e.g., strings: two octaves; brass: one and a half octaves; woodwinds: two octaves; voice: one and a half octaves [with consideration for changing voices]; mallet percussion/keyboard: two octaves; percussion: rudiments).
- HS1.2.1.7 Sing with accurate pitch.
- HS1.2.1.8 Sing with accurate intonation both melodically and harmonically.
- HS1.2.1.9 Sing maintaining a consistent tempo.
- HS1.2.1.10 Sing in simple and compound meters (e.g., 4/4, 3/4, 2/4, 6/8)
- HS1.2.1.11 Accurately sing notated or improvised rhythms (e.g., sixteenths through whole notes and rests, including dotted values).
- HS1.2.1.12 Sing with sensitivity to balance and blend.
- HS1.2.1.13 Sing a sixteen-bar melody, using correct technique.

Benchmark HS1.2.2: Perform on instruments alone and with others, varied repertoire of music.

Indicators:

- HS1.2.2.1 Accurately play notated or stylistically correct articulations (e.g., accent, staccato, slur).
- HS1.2.2.2 Play with an understanding of musical phrase structure (i.e., notated, improvised, or stylistically correct).
- HS1.2.2.3 Demonstrate consistently correct body posture.
- HS1.2.2.4 Control notated or stylistically correct dynamics while maintaining good tone quality.
- HS1.2.2.5 Play with tone quality appropriate to the repertoire being performed.
- HS1.2.2.6 Play with control within an appropriate range (e.g., strings: two octaves; brass: one and a half octaves; woodwinds: two octaves; voice: one and a half octaves [with consideration for changing voices]; mallet percussion/keyboard: two octaves; percussion: rudiments).
- HS1.2.2.7 Play with accurate pitch.
- HS1.2.2.8 Play with accurate intonation both melodically and harmonically.
- HS1.2.2.9 Play maintaining a consistent tempo.
- HS1.2.2.10 Play in simple and compound meters (e.g., 4/4, 3/4, 2/4, 6/8)
- HS1.2.2.11 Accurately play notated or improvised rhythms (e.g., sixteenths through whole notes and rests, including dotted values).
- HS1.2.2.12 Play with sensitivity to balance and blend.
- HS1.2.2.13 Play a sixteen-bar melody, using correct technique.

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark HS1.2.3: Improvise melodies, variations, and accompaniments.

Indicator:

- HS1.2.3.1 Make simple and effective creative choices in performance within musical parameters (e.g., use call and response; ornament existing melodies; improvise a melody; add dynamics, articulation, and tempi to existing music).

BenchmarkHS1.2.3: Compose and arrange music within specified guidelines.

Indicators:

- HS1.2.3.1 Create a simple composition using the elements of melody, rhythm, and form and a variety of media (e.g., pencil and paper, acoustic instruments, recording equipment, MIDI technology, music software).
- HS1.2.3.2 Demonstrate an understanding of transposition (e.g., adapt an existing melody for their own performance medium).
- HS1.2.3.3 Make artistic decisions about aspects of performance in individual and group situations.

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STANDARD 3

The student uses critical thinking to relate music to life outside of music class.

To meet this standard, the student will:

Benchmark HS1.3.1: Understand relationships between music, the other arts, and disciplines outside of the arts.

Indicators:

- HS1.3.1.1 Use analog and/or digital recording technology to demonstrate an understanding of the basic processes involved.
- HS1.3.1.2 Demonstrate an understanding of the procedure of making an analog recording of a student performance (e.g., adjustment of levels).
- HS1.3.1.3 Describe the uses of various functions found in recording equipment and sequencers.
- HS1.3.1.4 Identify and describe MIDI-specific terms as they relate to MIDI recording (e.g., real time).
- HS1.3.1.5 Demonstrate an understanding of the effects of music education on themselves and their peers.
- HS1.3.1.6 Demonstrate an understanding of the function of music in society.
- HS1.3.1.7 Identify connections between music education and various careers
- HS1.3.1.8 Explain the effects of physical fitness and health habits on music performance skills.

Benchmark HS1.3.2: Understand music in relation to history and culture.

Indicators:

- HS1.3.2.1 Demonstrate an understanding of music history and its cultural context.
- HS1.3.2.2 Explain the function of music in a variety of historical and cultural contexts (e.g., Indonesian gamelan, 2500 b.c.e. Turkish war cymbals).
- HS1.3.2.3 Explain the evolution of their performance medium.
- HS1.3.2.4 Explain the evolution of musical notation.
- HS1.3.2.5 Demonstrate an understanding of rehearsal, performance, and audience etiquette (appropriate to the cultural context).