

Music

HIGH SCHOOL 2

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 HS2.1.1: Read and notate music.

Indicators:

- HS2.1.1.1 Identify and notate double sharps and double flats.
- HS2.1.1.2 Identify and notate major and relative minor (natural, harmonic, and melodic) key signatures and scales up to and including a minimum of four sharps and four flats.
- HS2.1.1.3 Identify and define the degrees of a scale (i.e., tonic, supertonic, mediant, subdominant, dominant, submediant, and leading-note).
- HS2.1.1.4 Solve and notate all intervals from a diminished unison to an augmented octave.
- HS2.1.1.5 Solve and notate major and minor triads in a major scale (I, ii, iii, IV, V, vi).
- HS2.1.1.6 Use music software to improve aural and theoretical skills.
- HS2.1.1.7 Demonstrate their mastery of rhythms by clapping back, aurally identifying, and notating given rhythms up to four measures in simple and compound meters, using sixteenth through whole notes and rests, including dotted values and triplets.
- HS2.1.1.8 Demonstrate an understanding of intervals and triads by reproducing, aurally identifying, and notating all given intervals from a diminished unison to an augmented octave, and major and minor triads.
- HS2.1.1.9 Confirm their understanding of aural dictation by reproducing and notating simple melodies up to four measures in simple and compound meters using sixteenth through whole notes and rests, including dotted values, within an octave.

Benchmark HS2.1.2: Listen to, analyze, and describe music.

Indicators:

- HS2.1.2.1 Identify and describe a greater variety of musical indicators of speed and changes in speed (e.g., prestissimo, molto, più mosso, sempre, stringendo, and terms related to the performance medium).
- HS2.1.2.2 Identify and define musical indicators of meter, including compound, asymmetrical, and alternating meters.
- HS2.1.2.3 Compare and contrast detailed characteristics of sound (e.g., voice types and variations, guitar versus harp, electronic effects on digital sounds).
- HS2.1.2.4 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).
- HS2.1.2.5 Describe the following musical forms: rondo, theme and variations, canon, fugue, and two others related to the performance medium.

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark HS2.1.3: Evaluate music and music performances.

Indicators:

- HS2.1.3.1 Analyze, orally and in writing, the quality and impact of a variety of live and/or recorded performances and performances by themselves and their peers, 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).
- HS2.1.3.2 Demonstrate an understanding of the creative process by attending a live performance and responding to it orally or in writing, using terminology appropriate to the grade level.

Music

HIGH SCHOOL 2

STANDARD 2

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

To meet this standard, the student will:

Benchmark HS2.2.1: Sing alone and with others, a varied repertoire of music.

Indicators:

- HS2.2.1.1 Accurately sing complex notated or stylistically correct articulation (e.g., variety of accents, collegno, hammer-on, glissando).
- HS2.2.1.2 Sing with an understanding of complex musical phrase structures (e.g., notated, improvised, or stylistically correct).
- HS2.2.1.3 Control detailed and subtle notated or stylistically correct dynamics while maintaining good tone quality.
- HS2.2.1.4 Sing with tone quality appropriate to the exercises and repertoire being performed.
- HS2.2.1.5 Sing, with control and within an expanded range, the exercises and repertoire being performed.
- HS2.2.1.6 Sing with accurate pitch.
- HS2.2.1.7 Sing with accurate intonation, both melodically and harmonically.
- HS2.2.1.8 Maintain a consistent tempo and accurately change tempi as found in the exercises and repertoire being performed.
- HS2.2.1.9 Sing in various meters and accurately change meters as found in the exercises and repertoire being performed.
- HS2.2.1.10 Accurately sing rhythms as found in the exercises and repertoire being performed.
- HS2.2.1.11 Sing with detailed attention to the subtleties of balance and blend.

Benchmark HS2.2.2: Perform on instruments alone and with others, varied repertoire of music.

Indicators:

- HS2.2.2.1 Accurately play complex notated or stylistically correct articulation (e.g., variety of accents, collegno, hammer-on, and glissando).
- HS2.2.2.2 Play with an understanding of complex musical phrase structures (e.g., notated, improvised, or stylistically correct).
- HS2.2.2.3 Control detailed and subtle notated or stylistically correct dynamics while maintaining good tone quality.
- HS2.2.2.4 Play with tone quality appropriate to the exercises and repertoire being performed.
- HS2.2.2.5 Play with control and within an expanded range, the exercises and repertoire being performed.
- HS2.2.2.6 Play with accurate pitch.
- HS2.2.2.7 Play with accurate intonation, both melodically and harmonically.
- HS2.2.2.8 Maintain a consistent tempo and accurately change tempi as found in the exercises and repertoire being performed.
- HS2.2.2.9 Play in various meters and accurately change meters as found in the exercises and repertoire being performed.
- HS2.2.2.10 Accurately play rhythms as found in the exercises and repertoire being performed.
- HS2.2.2.11 Play with detailed attention to the subtleties of balance and blend.
- HS2.2.2.12 Play intermediate repertoire on the keyboard, right or left hand separately, using appropriate fingerings.

Key: 1. Grade 1.1 Standard 1.1.1 Benchmark 1.1.1.1 Indicator

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Benchmark HS2.2.3: Improvise melodies, variations, and accompaniments.

Indicator:

- HS2.2.3.1 Make effective creative choices in performance within musical parameters (e.g., improvisation of a melody; addition of dynamics, articulation, and tempi to existing music).

Benchmark HS2.2.4: Compose and arrange music within specified guidelines.

Indicators:

- HS2.2.4.1 Demonstrate an understanding of simple homophonic composition (e.g., compose a melody with a simple triad accompaniment) with a variety of media.
- HS2.2.4.2 Demonstrate an understanding of arranging and transposing by adapting an existing polyphonic work of at least three parts for a small ensemble (e.g., four-part chorale for brass, woodwinds, or strings; two voices and MIDI).
- HS2.2.4.3 Make effective creative choices in performance within musical parameters (e.g., call and response; ornamentation of existing melodies).
- HS2.2.4.4 Make artistic decisions about interpretive aspects of performance in individual and group situations (e.g., articulation, staccato in different styles, straight versus swing eighths, dynamics, solo versus accompaniment)

Music

HIGH SCHOOL 2

STANDARD 3

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

To meet this standard, the student will:

Benchmark HS2.3.1: Understand relationships between music, the other arts, and disciplines outside of the arts.

Indicators:

- HS2.3.1.1 Demonstrate an understanding of the function of the menus of a MIDI sequencer.
- HS2.3.1.2 Demonstrate an understanding of the function of the menus of notation software.
- HS2.3.1.3 Demonstrate an understanding of sequencing by recording a multitimbral sequence, using MIDI technology.
- HS2.3.1.4 Use analog or digital recording technology to demonstrate an understanding of the processes involved in producing a cassette or CD.

Benchmark HS2.3.2: Understand music in relation to history and culture.

Indicators:

- HS2.3.2.1 Situate composers in a historic continuum
- HS2.3.2.2 Explain the influence of certain composers on the evolution of musical form (e.g., Haydn on Western classical music, Robert Johnson on North American blues).
- HS2.3.2.3 Explain the function of certain musical forms in daily life (e.g., anthems, marches).