

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Music Specific: Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
a. Compose simple pieces for at least two mediums, including computers (MIDI) and other electronic instruments.	<p>What tonal factors common to a specific medium lead to holding a listener's interest?</p> <p>Does music need to be complex to be interesting?</p>					<ul style="list-style-type: none"> • Basic knowledge of MIDI • Music notation • Elements of music • Ability to create sound on chosen media • Basic knowledge of "chance music" rules 	<ul style="list-style-type: none"> • In groups of two or three, compose a short (8-16 measures) "chance" melody. Note/rest values and pitches can be determined through the use of dice, selecting pre-written slips of paper from a box, or other student-generated ideas or methods. Once completed, each group performs their melody for the class. • Introductory discussion on "chance music." Further, the class should discuss whether true "chance" compositions should or should not employ a time signature and/or key signature. 	<ul style="list-style-type: none"> • Evaluation of student notational accuracy and neatness • Class assessment of the "chance" process
Connections to Text:								
Connections to Technology:								

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Music Specific: Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
b. Sing and/or play recreational instruments accurately, expressively, and with good pitch, duration, loudness, technique, and (singing) diction.	<p>What are factors leading to proficient musical performance?</p> <p>How can a person follow written musical directions, yet still make the selection his or her “own”?</p>					<ul style="list-style-type: none"> • Ability to produce sound either through the voice or on an instrument • Knowledge of various techniques for individual expression • Ability to read music notation • Ability to discern and alter dynamic levels • Ability to maintain a steady beat 	<ul style="list-style-type: none"> • Students each individually perform an identical musical passage of 16-32 measures. After each performance, the group discusses the student’s adherence to written musical symbols, and evaluates the effectiveness of the performance. 	
Connections to Text:								
Connections to Technology:								

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Music Specific: Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
c. Use common symbols (notation) to perform music on recreational instruments.	Why is a unified system of musical notation important?					<ul style="list-style-type: none"> • Knowledge of note/rest notational values, and how they change according to time signatures. • Specific dictates of various time signatures • Ability to provide correct counting methodology to rhythmic notation 	<ul style="list-style-type: none"> • Students individually perform musical passages which are of exact rhythmic value, but are counted differently due to changes in time signature. • Students count aloud their rhythm according to the time signature written on their passage. • Students compare how their counting differs from a like-rhythm example of a different time signature, then perform the other examples. 	
Connections to Text:								
Connections to Technology:								

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Music Specific: Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
d. Identify and describe the roles, processes, and actions needed to produce professional concerts and musical theatre productions.	Are there ways in which a non-musician can have a contributory value toward a musical performance?					<ul style="list-style-type: none"> • Various jobs and responsibilities necessary for a public music theater production • Specific responsibilities of each production administrative role • Various performance considerations for musical theater cast selection 	<ul style="list-style-type: none"> • In small groups (4-6), the students will outline and administratively “create” an imaginary musical theater production. Things to be included should be an audition form, a one-month rehearsal schedule, cast list, program, press release, and public-relations poster. 	
Connections to Text:								
Connections to Technology:								

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Music Specific: Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
e. Explain the commercial-music roles of producer, recordist, public relations director, recording company executive, contractor, musicians, union officials, performers, etc.	<p>Do you think that a good production of a music recording can be accomplished by three people? Four? Five?</p> <p>What roles necessary in the recording of commercial music are of a music-based nature? What roles are business-based?</p> <p>What are the responsibilities inherent in various jobs relating to music recording?</p>					<ul style="list-style-type: none"> Responsibilities of various roles associated with music recording 	<ul style="list-style-type: none"> Using the informational jacket of a favorite LP record or CD, the students will list the various roles cited as contributing toward the recording. Based on this list, the students will research the various responsibilities involved with each role. Based on each student's self-assessed personal capabilities, they will write a letter of application to a fictitious recording company, detailing the job for which they're applying, and listing facts supporting their candidacy. 	
Connections to Text:								
Connections to Technology:								

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Music Specific: Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities’ music institutions, including those embedded in other institutions (church choirs, industrial music ensemble, etc.). Students will know the vocations and avocations available to them in music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
a. Use traditional, electronic, and non-traditional media for composing, arranging, and performing music.	<p>What is music?</p> <p>What are some musically non-traditional resources which could be used in conjunction with the question “What is Music?”?</p> <p>What is the difference between an arranger and a composer?</p>					<ul style="list-style-type: none"> • Basic notational knowledge • Basic performance techniques on various instruments • Definition of: Arranger, Composer, Key Signature, Melody 	<ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> A) compose an original 16-measure melody on an electric keyboard, piano, or wind instrument of their choice, or: B) arrange a 16-measure variation of a song of their choice on an electric keyboard, piano, or wind instrument of their choice. <p>The product will be notated according to traditional standard notational practices, and will include a clef, key signature, and time signature. The student will perform their product upon completion of the composition/notation process.</p>	
Connections to Text:								
Connections to Technology:								

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Music Specific: Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities’ music institutions, including those embedded in other institutions (church choirs, industrial music ensemble, etc.). Students will know the vocations and avocations available to them in music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
b. Describe and compare the various services provided by community organizations that promote music performance and listening.	<p>In what ways can music be used as a service, rather than simply being entertainment?</p> <p>How can music be beneficial as a service?</p>							
Connections to Text:								
Connections to Technology:								

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Music Specific: Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities’ music institutions, including those embedded in other institutions (church choirs, industrial music ensemble, etc.). Students will know the vocations and avocations available to them in music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
c. Use print and electronic media, including recordings, in school and community libraries to gather and report information on music and musicians.	Why is it important for music of different historical periods to be maintained for future generations?					<ul style="list-style-type: none"> • Knowledge of where to find recorded music in libraries, and in what libraries it may be found • Knowledge of music-related print resources found in a library, and where they can be found 	<ul style="list-style-type: none"> • Band and/or Chorus students will research and prepare a report on one composer encountered in music which they are performing. • Class-created list of area libraries, and the extent of music-related information (both print and recording) found in each • 	
Connections to Text:								
Connections to Technology:								

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Music Specific: Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities’ music institutions, including those embedded in other institutions (church choirs, industrial music ensemble, etc.). Students will know the vocations and avocations available to them in music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
d. Identify and discuss the contributions of local experts in various aspects of music performance, production, and scholarship.	<p>Who exists locally who may be considered an expert in music?</p> <p>What qualifications do you feel are important for a person to be considered an “expert” in a given field?</p>						<ul style="list-style-type: none"> • Students create a list of questions which apply to a given area of expertise relating to music • Scheduled class appearance of a local music-related expert 	
Connections to Text:								
Connections to Technology:								

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Music Specific: Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities’ music institutions, including those embedded in other institutions (church choirs, industrial music ensemble, etc.). Students will know the vocations and avocations available to them in music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
e. Participate as a discriminating member of an audience when listening to performances from a variety of genres, forms, and styles.	<p>What does it mean to be musically-discriminating?</p> <p>What qualities of a musical performance are necessary in order for it to be considered “good”?</p>					<ul style="list-style-type: none"> responsibilities of being a courteous audience member 	<ul style="list-style-type: none"> students complete a concert evaluation form, and answers reflective questions addressing the music performed and/or a critique of the actual performance Students create a list of points addressing proper audience etiquette 	
Connections to Text:								
Connections to Technology:								

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Music Specific: Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities’ music institutions, including those embedded in other institutions (church choirs, industrial music ensemble, etc.). Students will know the vocations and avocations available to them in music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
f. Understand a broad range of career opportunities in the field of music, including those involved with funding, producing, and marketing musical events.	<p>What roles are necessary to the success of a live musical event?</p> <p>In what ways can a participating musician assist in the marketing of a live musical event?</p>					<ul style="list-style-type: none"> Roles and responsibilities of various music-related careers 	<ul style="list-style-type: none"> Students will select a music-related career, and prepare a report on that career which contains: <ol style="list-style-type: none"> a job description requisite educational training/degrees for the job general salary area for the job, and; a short biography of one person working in that career 	
Connections to Text:								
Connections to Technology:								

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Music Specific: Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music’s content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
a. Through listening, analyze and evaluate one’s own and others’ performances, improvisations, and compositions and suggest improvements.	<p>What musical factors are important to consider in the analyzation and evaluation of a musical selection?</p> <p>Is it possible to suggest improvements for a composition or performance while excluding one’s own personal bias?</p>					<ul style="list-style-type: none"> Ability to define the following terms: Tone, Intonation, Dynamics, Style, Tempo, Phrasing, Expression, Balance, Blend, Technique, Accuracy Ability to delineate between personal bias and conventional beliefs/standards 	<ul style="list-style-type: none"> Students complete a self-evaluation form based on a taped public or class (lesson) solo performance Students complete an evaluation form based on a taped public or class group performance Students contribute comments for improvement based upon what they heard in solo and/or group performance 	
Connections to Text:								
Connections to Technology:								

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Music Specific: Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music’s content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
b. Read and write critiques of music that display a broad knowledge of musical elements, genres, and styles.	<p>What are some common factors which “good” musical critiques share?</p> <p>How much of the “self” should one inject into a written musical critique?</p>					<ul style="list-style-type: none"> • Ability to express one’s perceptions in a grammatically correct manner • Ability to readily discern the various major elements of music • Ability to transfer one’s knowledge of the elements of music to a written critique • Ability to support one’s personal views through use of proper musical terminology and commonly-accepted musical standards 	<ul style="list-style-type: none"> • Students will produce a written critique of a professional recording of a musical selection which they are currently performing in their appropriate musical ensemble, citing only the “factual” elements of the performance (that is to say, with no personal bias attached) • Students will produce a written critique of their own ensemble performing a given musical piece, citing only the “factual” elements of the performance (that is to say, with no personal bias attached) 	
Connections to Text:								
Connections to Technology:								

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Music Specific: Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music’s content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
c. Use anatomical and other scientific terms to explain the musical effectiveness of various sound sources – traditional, non-traditional, and electronic.	What anatomical terms can be used to assess/describe qualities of musical sound?							
Connections to Text:								
Connections to Technology:								

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Music Specific: Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music’s content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
d. Use appropriate technical and socio-cultural terms to describe musical performances and compositions.	<p>What is the meaning of the word “socio-cultural?”</p> <p>Why is it important to describe music in socio-cultural terms?</p>					<ul style="list-style-type: none"> • Ability to relate how cultural mores and forces affect the music of that culture • Ability to relate how societal mores and forces of a given time period affect music of that time • 		
Connections to Text:								
Connections to Technology:								

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Music Specific: Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music’s content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
e. Identify and describe the contributions of both locally and internationally known exemplars of high quality in the major musical genres.	<p>In what ways can a person contribute to music which is considered to be of high quality?</p> <p>Why might it be important to compare local exemplars against national or internationally know musicians?</p>							
Connections to Text:								
Connections to Technology:								

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Music Specific: Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music’s content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
f. Explain how performers, composers, and arrangers make artistic decisions.	<p>What makes man different from other species?</p> <p>What is Art?</p> <p>What considerations comprise the “palette” from which a musician arrives at artistic decision-making?</p>							
Connections to Text:								
Connections to Technology:								

Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Music Specific: Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
a. Identify from performances or recordings the cultural contexts of a further varied repertoire of folk, art, and contemporary selections for the basic cultures that represent the peoples of the world.	<p>How can/does music differ from culture to culture?</p> <p>Why is it important to be aware of cultural differences related to music?</p>					<ul style="list-style-type: none"> • Stylistic differences of varied cultures • Common musical practices of varied cultures • Ability to discern musical nuance • Understanding of “Nationalism” in music 	<ul style="list-style-type: none"> • Students will listen to several selections of indigenous folk music, and attempt to determine the culture from which it comes. • Students will formulate a “picture” description of various countries. They will then relate whether traditional folk music from that country supports their pre-conceived ideas. 	
Connections to Text:								
Connections to Technology:								

Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Music Specific: Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
b. Identify from performances or recordings the titles and composers and discuss the cultural contexts of well-known examples of classical concert music and Blues/Jazz selections.	<p>What were cultural influences which contributed to music which we know as “Blues” or “Jazz?”</p> <p>How can we better understand a culture through analyzation of its music?</p>					<ul style="list-style-type: none"> • Understanding of the historical roots of “Blues” • Understanding of the stylistic nuances of “Blues” • What makes the “Blues” blue, and how it differs from classical concert music • 12-bar Blues form 	<ul style="list-style-type: none"> • Students will determine, from a played compilation of jazz selections, which pieces they feel can be considered “Blues. • Students will select one of the blues examples and study the lyrics of the song. Students will then point out specific lyrics which make the song “blues” from the standpoint of written message. • Following 12-bar blues form, students will write their own original lyrics describing an event or emotional feeling from the previous day, and “rap” them to a supplied 12-bar blues harmonic background recording. 	
Connections to Text:								
Connections to Technology:								

Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Music Specific: Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

Grade Level: 9-12								
Performance Indicators	Essential Questions	E	R	M	A	Essential Knowledge and Skills	Classroom Ideas	Assessment Ideas
c. Relate well-known musical examples from the 17 th century onward with the dominant social and historical events.	<p>How can dominant social and historical events influence music?</p> <p>How can music be seen as a mirror of a society or its history in a given time period?</p>					<ul style="list-style-type: none"> • Understanding of major prominent historical events and individuals during the years 1600-Present • Concept of “Program Music” • Relationship of musical timbre to emotion 	<ul style="list-style-type: none"> • From a teacher-supplied list of musical compositions, students will select one (1) work from each of the 17th, 18th, 19th, and 20th centuries, and describe the relationship between the compositions and the historical events or individuals on which they are based. Students will also determine how successfully the composer “described” the subject of the composition. • Students create a “musical time-capsule,” into which they include four (4) or five (five) musical works from each of the 17th, 18th, 19th, and 20th centuries which best illustrate the predominant events, people, or attitudes of that specific century. Students will further justify their selections. 	
Connections to Text:								
Connections to Technology:								