

Instrumental Music

Ninth– Twelfth Grades

Standards, Learning Expectations, and Performance Indicators

Course Description:

Instrumental Music is a course that provides musical performance and study for students in grades 9-12. Three levels of instruction are included in the following framework. This plan allows for a total of four years of instrumental music classes. Through the mediums of band and orchestra, the course is designed to develop proficiency in musical performance, an understanding of the art of music, and an appreciation of the creative and intrinsic values of music which can result in a life-long avocation. Prerequisite is satisfactory completion of a middle school or junior high instrumental program.

Content Standard 1.0: Singing

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

Learning Expectations:

The student will

1.1 Demonstrate an understanding of the elements of music through singing selected musical examples, rhythmic patterns, tuning notes in unison.

1.2 Demonstrate an understanding of the elements of harmony through singing chorales and selected examples up to four (4) parts in complexity.

Performance Indicators:

At Level 1, the student is able to

- employ proper vocal technique in unison singing of a simple melody;
- sing a basic two-part harmonization.

At Level 2, the student is able to

- employ proper vocal technique in group performance of selected rhythmic patterns;
- sing a basic four-part harmonization with tutti rhythms.

At Level 3, the student is able to

- employ proper vocal technique in group performance of selected musical examples;
- sing a basic four-part contrapuntal harmonization.

Sample Performance Task:

Students will be assigned a short vocal excerpt to be performed in class. This excerpt may be performed as a group or individually. Evaluation will be done by the teacher using teacher generated guidelines to evaluate qualities such as tone, pitch, and rhythm.

Integration/Linkages:

Language Arts, Social Studies, History, National Standards for Arts Education.

Content Standard 2.0: Playing Instruments

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

Learning Expectations:

2.1 Demonstrate that tone production includes the continuing development and understanding of the characteristic qualities of sound, and is able to measure the mastery level for the maturity and control of the characteristic sound.

2.2 Employ the techniques of sight-reading and performance on musical works from many compositional periods, such as Baroque, Classical, Romantic, Impressionism, and the 20th century, with characteristic interpretive elements.

2.3 Demonstrate that technique includes the proper development and understanding of correct posture, hand position, fingering, wind articulation and percussion sticking as well as demonstrate facility in all scales and rudiments.

2.4 Employ the symbols of dynamic control and demonstrate the nuances of phrase shaping; assess appropriate ways to interpret the expressive qualities of music, developing these nuances through dynamic control, tempo variation, and phrase shaping.

2.5 Differentiate between correct and incorrect pitch and distinguish the listening responsibilities within an ensemble as an individual performer, employing these responsibilities to perform with expression and technical accuracy a large and

varied repertoire of instrumental literature that encompasses all levels of difficulty on a scale of 1-6.

Performance Indicators:

At Level 1, the student is able to

- discern tonal characteristics of specific instruments as appropriate to various genres;
- identify and perform basic musical examples reflecting correct technique and expressive devices;
- demonstrate correct posture and hand position while performing selected musical examples;
- perform various expressive devices within selected musical examples;
- discern pitch discrepancies while performing in an ensemble setting.

At Level 2, the student is able to

- discern the quality of ensemble timbre in relation to various genres;
- perform a variety of literature from historical periods ranging from the Baroque to 20th century, utilizing appropriate style;
- demonstrate correct fingering, wind articulation and percussion sticking while performing selected musical examples;
- perform selected musical examples in regards to correctly identifying and shaping musical phrases;
- Discern pitch discrepancies while performing in an ensemble setting and utilize correct procedures for pitch adjustment.

At Level 3, the student is able to

- employ characteristic tone within a group/individual performance as appropriate to various genres;
- illustrate, through performance, rhythms and note values and be able to examine and assess the relationship between articulation and musical styling, as well as the spontaneous interpretation and application of wind articulation, fingering and percussion sticking in sight-reading and performance;
- perform and assess selected scales and rudiments and prepare the continued development of aural discrimination through ear training in ensemble and individual settings;
- distinguish that musical expression includes variation in dynamics, tempo, and phrase styling, and be able to distinguish the appropriate employment of these expressive devices;
- employ appropriate expressive and technical devices in a group/individual performance of a large and varied repertoire of instrumental literature encompassing all difficulty levels on a scale of 1-6.

Sample Performance Task:

Students will be assigned an appropriate etude or solo selection within the student's proficiency level. The student will prepare the etude with teacher input as well as on his/her own. The student will then perform the etude in an appropriate venue. Assessment will be done by teacher observation of qualities such as tone, rhythm, intonation, technique, and musicality.

Integration/Linkages:

Science, History and Social Studies, Math, Language Arts, National Standards for Arts Education.

Vocational skills emphasized and developed: Teamwork, Critical Thinking, Group Decision Making. Possible Career Paths: Performing musician.

Content Standard 3.0: Improvising

Students will improvise melodies, variations, and accompaniments.

Learning Expectations:

The student will

- 3.1 Through a traditional ensemble, create a rhythmic or melodic improvised solo over a given chord progression.
- 3.2 Through the medium of jazz, create an improvised stylistically correct solo on original melodies over a given chord progression, each in a consistent style, meter, and tonality.

Performance Indicators:

At Level 1, the student is able to

- create and notate an improvised solo on a single pitch;
- create a one note improvised solo over a blues progression.

At Level 2, the student is able to

- create an improvised variation on a given melody;
- create an improvised solo utilizing selected scales.

At Level 3, the student is able to

- create an original improvised melody in an ensemble setting;
- create an improvised solo utilizing unique jazz techniques such as half-valves, scoops, and lip bends.

Sample Performance Task:

Students will be given a specific melody and chord progression. Students will select various notes from the chord and improvise an accompaniment. Assessment will be based on a teacher generated rubric.

Integration/Linkages:

History and Social Studies, National Standards for Arts Education. Multi-cultural awareness

Content Standard 4.0: Composing

Students will compose and arrange music within specified guidelines.

Learning Expectations:

The student will

- 4.1 Compose music demonstrating creativity in using the elements of music for expressive effect.
- 4.2 Arrange music for his/her performing medium.

Performance Indicators:

At Level 1, the student is able to

- create an original melody utilizing ABA form;
- transpose a given melody from one instrument to another.

At Level 2, the student is able to

- create a series of original thematic variations based on a student-generated melody;
- transpose a given chamber work for another set of instruments.

At Level 3, the student is able to

- create harmonization of student-generated theme and variations;
- create an arrangement or transcription for a large ensemble.

Sample Performance Task:

Students will transpose a brass quintet work for a woodwind quintet. Assessment will be made through evaluation of the correctness of the instrument transpositions and the orchestration choices. Performance of the student created works is encouraged.

Integration/Linkages:

History and Social Studies, Language Arts, National Standards for Arts Education.

Content Standard 5.0: Reading and Notating

Students will read and notate music.

Learning Expectations:

The student will

- 5.1 Apply and evaluate notated musical concepts in order to sight-read accurately and expressively, music encompassing all difficulty levels on a scale of 1-6.
- 5.2 Analyze and perform nonstandard notational symbols used by some 20th century composers.

Performance Indicators:

At Level 1, the student is able to

- correctly identify pitches and rhythmic values and to utilize proper calligraphy techniques;
- identify and demonstrate techniques with which to perform nonstandard notation.

At Level 2, the student is able to

- correctly notate proper rhythmic values and simple melodies that form a given aural example;
- perform musical examples, which contain nonstandard notation.

At Level 3, the student is able to

- employ proper notational concepts in group/individual performance encompassing literature from all difficulty levels on a scale from 1-6;
- employ proper nonstandard notational concepts in group/individual performances encompassing literature from all difficulty levels on a scale from 1-6.

Sample Performance Task:

Students will listen to a melody played live or on a recording and then correctly notate the melody. The teacher will determine the information given to the students prior to playing the example and the number of times an example may be heard. Assessment will be made through a comparison of the pitches and note/rest values performed with those written.

Integration/Linkages:

Math, History and Social Studies, Language Arts, National Standards for Arts Education.

Content Standard 6.0: Listening and Analyzing

Students will listen to, analyze, and describe music.

Learning Expectations:

The student will

6.1 Demonstrate knowledge of the technical vocabulary of music.

6.2 Explain, analyze, and describe the use of compositional devices and techniques in a given work that make it unique, interesting and expressive, and give examples of other works that make similar use of those devices and techniques.

Performance Indicators:

At Level 1, the student is able to

- demonstrate basic understanding of the musical terms used to describe tempo and expression;
- demonstrate basic understanding of selected compositional forms.

At Level 2, the student is able to

- examine and discuss musical examples from specific style periods using appropriate vocabulary;
- demonstrate basic understanding of the compositional devices that characterize specific style periods.

At Level 3, the student is able to

- demonstrate basic understanding of compositional terms that are unique to contemporary music, which would include but would not be limited to electronic music, avant-garde, and aleatoric music;
- assess the aesthetic value of a specified musical composition, utilizing appropriate vocabulary.

Sample Performance Task:

Students will identify basic compositional forms such as binary, ternary, theme and variations, sonata, and rondo through aural analysis. The teacher will play recordings of compositions representing basic forms and ask students to identify the various themes and then the overall form of a particular composition. Assessment is made through evaluation of the quality and correctness of the analysis.

Integration/Linkages:

History and Social Studies, Language Arts, National Standards for Arts Education.

Content Standard 7.0: Evaluating

Students will evaluate music and music performances.

Learning Expectations:

The student will

7.1 Develop criteria to evaluate the quality and effectiveness of music performances and compositions, and assess and appraise the aesthetic qualities of various musical genres, explaining the musical means and devices these works use to evoke feelings and emotions.

7.2 Evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate to the style of the music and offer constructive suggestions for improvement.

Performance Indicators:

At Level 1, the student is able to

- demonstrate basic understanding of the terminology used to evaluate music on technical and aesthetic levels;
- analyze professional critiques to determine specific criteria utilized in evaluating musical performances and compositions.

At Level 2, the student is able to

- construct a rubric with which to evaluate music or a music performance from both a technical and an aesthetic perspective;
- apply appropriate criteria in student generated critiques of music performances and compositions.

At Level 3, the student is able to

- apply a student-generated rubric to evaluate live and recorded musical performances in regards to technical and aesthetic criteria;
- recommend constructive suggestions with which a musical performance or composition might be enhanced.

Sample Performance Task:

Based on criteria and critical language established through class discussion, students will develop a rubric for the evaluation of musical compositions. The rubric will then be applied to music representing a variety of styles to evaluate the artistic merit of each piece. Assessment will be based on the appropriateness of the rubric and the effectiveness of its use.

Integration/Linkages:

National Standards for Arts Education.

Content Standard 8.0: Interdisciplinary Connections

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

Learning Expectations:

The student will

8.1 Illustrate how elements (i.e. color, balance, texture) are used in similar and distinctive ways in various arts and distinguish how these elements are utilized throughout different historical periods.

8.2 Compare ways in which the principles and subject matter of other disciplines are interrelated with those of music.

Performance Indicators:

At Level 1, the student is able to

- examine the structural devices shared between music and the other arts;
- examine the interdisciplinary relationship between music and another academic area.

At Level 2, the student is able to

- compare the structural devices used in music and the other arts;
- examine the interdisciplinary relationship between music and two or more other academic areas.

At Level 3, the student is able to

- compare and contrast musical compositions from various historical periods and relate these compositions to appropriate contemporaneous examples from other arts;
- assess the role of technology in the creation, performance, and production of music.

Sample Performance Task:

Students will examine the relationship of technology to the composition and performance of music. Beginning with the invention of music printing in 1501 and extending to the present day, students will explore the impact of technology on the creative process. The assessment of this task will be based on the accuracy of the factual evidence presented by the students and the logic supporting the conclusions drawn from this data.

Integration/Linkages:

Math, Science, History and Social Studies, Visual Arts, Language Arts, National Standards for Arts Education.

Content Standard 9.0: Historical and Cultural Relationships

Students will understand music in relation to history and culture.

Learning Expectations:

The student will

9.1 Compare and contrast various music genres and their historical backgrounds, and appraise the historical contribution or significance of a given musical work.

9.2 Compare and contrast selected literature by genre or style and assess the cultural significance of that composition.

Performance Indicators:

At Level 1, the student is able to

- construct a timeline linking the historical background and influences in musical styles;
- construct a timeline linking the cultural background and influences in musical styles.

At Level 2, the student is able to

- examine historical events of the United States and their impact on indigenous musical styles;
- examine music of a selected culture(s).

At Level 3, the student is able to

- appraise selected compositions and assess their specific relationship to historical events;
- evaluate selected musical styles in regards to their cultural importance and significance.

Sample Performance Task:

Students will develop a timeline that outlines the major historical and cultural events of the twentieth century. Using this timeline, students will identify influences these events have exerted on musical styles of this time period. Assessment of this task will be based on the accuracy of the

historical/cultural information in the timeline and the relevance of the relationships identified by the student.

Integration/Linkages:

History and Social Studies, Visual Arts, Language Arts, National Standards for Arts Education.