

Music History

Ninth– Twelfth Grades

Standards, Learning Expectations, and Performance Indicators

Course Description:

Music history provides an overview of music from the Renaissance, Baroque, Classical, Romantic and Contemporary stylistic periods. Parallels are drawn between historical events and their impact on the development of music. This course explores relationships between music and the other arts.

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 through singing selected musical examples of ensemble literature from ancient to modern times..
- 1.2 Demonstrate through singing selected musical examples of solo literature from ancient to modern times.

Performance Indicators:

At Level 1, the student is able to

- list vocal ensemble literature classified by historical periods;
- list vocal solo literature classified by historical periods.

At Level 2, the student is able to

- explore singing with expression examples of vocal ensemble literature;
- explore singing with expression examples of vocal solo literature.

At Level 3, the student is able to

- employ appropriate vocal style when singing examples of vocal ensemble literature;
- employ appropriate vocal style when singing examples of vocal solo literature.

Sample Performance Task:

Prepare and perform a vocal excerpt within given guidelines. Assessment will be based on accuracy of performance.

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:

The student will

2.1 Demonstrate through instrumental performance selected musical examples of ensemble literature from ancient to modern times.

2.2 Demonstrate through instrumental performance selected musical examples of solo literature from ancient to modern times.

Performance Indicators:

At Level 1, the student is able to

- list instrumental ensemble literature classified by historical periods;
- list instrumental solo literature classified by historical periods.

At Level 2, the student is able to

- explore playing with expression examples of instrumental ensemble literature;
- explore playing with expression examples of instrumental solo literature.

At Level 3, the student is able to

- employ appropriate instrumental style when playing examples of instrumental ensemble literature;
- employ appropriate instrumental style when playing examples of instrumental solo literature.

Sample Performance Task:

Prepare and perform an instrumental excerpt within given guidelines. Assessment will be based on accuracy of performance.

Integration/Linkages:

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

Content Standard 3.0: Improvising

Students will improvise melodies, variations, and accompaniments

Learning Expectations:

The student will

3.1 Demonstrate vocal improvisational techniques in creating melodies, variations and accompaniments within appropriate historical contexts.

3.2 Demonstrate instrumental improvisational techniques in creating melodies, variations and accompaniments within appropriate historical contexts.

Performance Indicators:

At Level 1, the student is able to

- describe the stylistic characteristics of improvised vocal solos, variations, and accompaniments from ancient to modern times;
- describe the stylistic characteristics of improvised instrumental solos, variations, and accompaniments from ancient to modern times.

At Level 2, the student is able to

- examine examples of improvised vocal solos, variations, and accompaniments from ancient to modern times;
- examine examples of improvised instrumental solos, variations, and accompaniments from ancient to modern times.

At Level 3, the student is able to.

- create a stylistically appropriate improvised vocal solo, variation, and/or accompaniment;

- create a stylistically appropriate improvised instrumental solo, variation, and/or accompaniment.

Sample Performance Task:

Students will demonstrate improvisational techniques in the style of Monteverdi. Assessment will be based on teacher evaluation.

Integration/Linkages:

History, Social Studies, National Standards for Arts Education.

Content Standard 4.0: Composing

Students will compose and arrange music within specified guidelines.

Learning Expectations:

The student will

4.1 Compose simple examples that demonstrate an understanding of musical styles from ancient to modern times.

4.2 Arrange simple examples that demonstrate an understanding of musical styles from ancient to modern times.

Performance Indicators:

At Level 1, the student is able to

- describe the stylistic characteristics of selected compositions from various historical periods;
- describe the stylistic characteristics of selected arrangements from various historical periods.

At Level 2, the student is able to

- examine compositional techniques of selected musical examples from various historical periods;
- examine arrangement techniques of selected musical examples from various historical periods.

At Level 3, the student is able to

- create an original composition in a specified musical style;
- create an arrangement in a specified musical style.

Sample Performance Task:

Students will compose a 17th century style chorale. Assessment will be made on the accuracy of voicing.

Integration/Linkages:

History, 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 Demonstrate basic skill in reading standard and non-standard notation in selected musical examples from ancient to modern times.

5.2 Demonstrate basic skill in notating music to include standard and non-standard notation.

Performance Indicators:

At Level 1, the student is able to

- examine standard and non-standard musical notation in selected examples from various historical periods;
- practice notating simple musical exercises containing standard and non-standard notation.

At Level 2, the student is able to

- interpret standard and non-standard musical notation in selected examples from various historical periods;

- practice notating more complex musical exercises containing standard and non-standard notation.

At Level 3, the student is able to

- accurately perform standard and non-standard musical notation in selected examples from various historical periods;
- accurately use standard and non-standard notation in stylistically appropriate compositions.

Sample Performance Task:

Students will transcribe Gregorian Chant to standard notation. Assessment will be based on accuracy of transcription.

Integration/Linkages:

Math, History, 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 Analyze musical examples from various historical periods.

6.2 Distinguish through aural techniques the appropriate historical period for a given musical excerpt.

Performance Indicators:

At Level 1, the student is able to

- identify stylistic characteristics of written musical examples from various historical periods;
- identify stylistic characteristics of aural musical examples from various historical periods.

At Level 2, the student is able to

- analyze stylistic characteristics of written musical examples from various historical periods;
- analyze stylistic characteristics of aural musical examples from various historical periods.

At Level 3, the student is able to

- compare and contrast stylistic characteristics of written musical examples from various historical periods;
- compare and contrast stylistic characteristics of aural musical examples from various historical periods.

Sample Performance Task:

Students identify recordings of German lieder as to period and style. Assessment will be based on accuracy of listening test.

Integration/Linkages:

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

Content Standard 7.0: Evaluating

Students will evaluate music and music performances.

Learning Expectations:

The student will

7.1 Evaluate musical works based on the musical characteristics of each historical period. 7.2 Evaluate musical performances based on the musical characteristics of each historical period.

Performance Indicators:

At Level 1, the student is able to

- identify musical characteristics for evaluation of musical works from various historical periods;
- identify musical characteristics for evaluation of musical performances from various historical periods.

At Level 2, the student is able to

- develop criteria for evaluation of musical works from various historical periods;
- develop criteria for evaluation of musical performance from various historical periods.

At Level 3, the student is able to

- assess musical works from various historical periods using student-developed criteria;
- assess musical performances from various historical periods using student-developed criteria.

Sample Performance Task:

Students will compare a live performance to a recording of the same composition. Assessment will be based on a student-developed rubric of musical characteristics.

Integration/Linkages:

National Standards for Arts Education, Music Critic, History.

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 Recognize how elements (i.e. color, balance, texture) are used in the arts within various historical periods.
- 8.2 Compare ways in which the principles and subject matter of other disciplines are interrelated with those of music.
- 8.3 Assess the role of technology in creating, producing and listening to music.
- 8.4 Examine the role of music in today's environment.

Performance Indicators:

At Level 1, the student is able to

- identify basic elements common in the arts within various historical periods.
- determine which various disciplines are related to music.
- identify how technological developments are used in creating, producing, and listening to music.
- define the role of music in today's environment.

At Level 2, the student is able to

- explore the use of basic elements common in the arts within various historical periods.
- determine how various disciplines are related to music.
- Experiment with the various technologies used in producing music.
- describe the role of music in today's environment.

At Level 3, the student is able to

- compare and contrast the use of basic elements in all the arts within various historical periods.
- assess the relationship of principles and subject matter of other disciplines to those of music.
- accurately evaluate the influence of technology on the art of music
- debate the role of music in today's environment.

Sample Performance Task:

Students will discuss the concept of impressionism as it relates to the musical and visual arts. Assessment will be based on the accuracy and thoroughness of the discussion.

Integration/Linkages:

Math, Science, History, 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 selected literature by genre or style and historical periods or cultures.

9.2 Appraise the historical and /or cultural significance of a given musical work.

Performance Indicators:

At Level 1, the student is able to

- identify characteristics of musical genres/styles, and historical periods/cultures;
- identify characteristics for evaluation of historical/cultural significance of a given musical work.

At Level 2, the student is able to

- correlate the characteristics of musical genres/styles and historical periods/cultures;
- develop criteria for evaluation of historical/cultural significance of a given musical work.

At Level 3, the student is able to

- assess selected musical literature by genre/style and historical period/culture;
- evaluate the historical/cultural significance of a given musical work using student-developed criteria.

Sample Performance Task:

Students will compare the music of Africa to the rap music of today. Assessment will be based on a Venn diagram designed to compare and contrast the similarities and differences of these two styles.

Integration/Linkages:

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