

## **GENERAL MUSIC CURRICULUM STANDARDS GRADES 9-12**

### **Standard 1.0 Singing**

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

#### **Course Level Expectations (CLEs)**

The student will

- 1.1 Demonstrate the ability to sing, in an ensemble, with an understanding of pitch, rhythm, and dynamics.
- 1.2 Demonstrate the ability to sing, alone, with an understanding of pitch, rhythm, and dynamics.

#### **Checks for Understanding**

- 1.1 Sing a given melody or harmonizing part, in a small group, with rhythmic accuracy.  
Sing a given melody or harmonizing part, in a small group, maintaining pitch accuracy.  
Sing a given melody or harmonizing part, in a small group, with musical expression.
- 1.2 Sing a given melody, alone, with rhythmic accuracy.  
Sing a given melody, alone, with pitch accuracy.  
Sing a given melody, alone, with musical expression.

#### **Student Performance Indicators (SPIs)**

The student is able to

- 1.1.1 Sing, in an ensemble, with rhythmic accuracy.
- 1.1.2 Sing, in an ensemble, with pitch and rhythmic accuracy.
- 1.1.3 Sing, in an ensemble, with musical expression and technical accuracy.
- 1.2.1 Sing a solo melody with rhythmic accuracy.
- 1.2.2 Sing a solo melody with pitch and rhythmic accuracy.
- 1.2.3 Sing a solo melody with musical expression and technical accuracy.

### **Standard 2.0 Playing Instruments**

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

#### **Course Level Expectations (CLEs)**

The student will

- 2.1 Demonstrate the ability to perform instrumental music, in an ensemble, with an understanding of pitch, rhythm, and dynamics.
- 2.2 Demonstrate the ability to perform instrumental music, alone, with an understanding of pitch, rhythm, and dynamics.

### **Checks for Understanding**

- 2.1 Play a given melody or harmonizing part, in a small group, with rhythmic accuracy.  
Play a given melody or harmonizing part, in a small group, with pitch accuracy.  
Play a given melody, in a small group, with musical expression.
- 2.2 Play a given melody, alone, with rhythmic accuracy.  
Play a given melody, alone, with pitch accuracy.  
Play a given melody, alone, with musical expression.

### **Student Performance Indicators (SPIs)**

The student is able to

- 2.1.1 Perform an instrumental part, in an ensemble, with pitch accuracy.
- 2.1.2 Perform an instrumental part, in an ensemble, with pitch and rhythmic accuracy.
- 2.1.3 Perform an instrumental part, in an ensemble, with musical expression and technical accuracy.
- 2.2.1 Perform an instrumental part, alone, with pitch accuracy.
- 2.2.2 Perform an instrumental part, alone, with pitch and rhythmic accuracy.
- 2.2.3 Perform an instrumental part, alone, with musical expression and technical accuracy.

### **Standard 3.0 Improvising**

**Students will improvise melodies, variations, and accompaniments.**

### **Course Level Expectations (CLEs)**

The student will

- 3.1 Demonstrate the ability to improvise melodies.
- 3.2 Demonstrate the ability to improvise variations.
- 3.3 Demonstrate the ability to improvise accompaniments.

### **Checks for Understanding**

- 3.1 Improvise a melody which begins and ends on the tonic.
- 3.2 Improvise a variation on a given melody using various rhythmic patterns.

3.3 Improvise a rhythmic accompaniment for a given melody.

### **Student Performance Indicators (SPIs)**

The student is able to

3.1.1 Explore improvising short melodic passages.

3.1.2 Create a melody within specific guidelines.

3.1.3 Improvise a melody appropriate to a teacher-given style.

3.2.1 Improvise a rhythmic variation for a given melody.

3.2.2 Improvise a melodic variation for a given melody.

3.2.3 Improvise a harmonic part for a given melody.

3.3.1 Improvise a rhythmic accompaniment for a given melody.

3.3.2 Experiment with placing tonic, subdominant and dominant chords as an accompaniment for a given melody.

3.3.3 Improvise a harmonic accompaniment for a given melody.

### **Standard 4.0 Composing**

**Students will compose and arrange music within specified guidelines.**

#### **Course Level Expectations (CLEs)**

The student will

4.1 Compose a simple melody using the elements of music within specified guidelines.

4.2 Arrange familiar melodies into a simple composition.

#### **Checks for Understanding**

4.1 Compose an eight-measure melody in C, G or F Major.

4.2 Arrange two familiar melodies using teacher-given guidelines.

### **Student Performance Indicators (SPIs)**

The student is able to

4.1.1 Compose, in groups, a melody using basic elements of music within specified guidelines.

4.1.2 Compose, individually, a melody using the basic elements of music within specified guidelines.

4.1.3 Compose, individually, a melody with a rhythmic accompaniment demonstrating an understanding of the elements of music.

- 4.2.1 Arrange, working in groups, two melodies using specified guidelines.
- 4.2.2 Arrange, individually, two melodies using specified guidelines.
- 4.2.3 Arrange, individually, two or more melodies demonstrating an understanding of the elements of music.

## **Standard 5.0 Reading and Notating**

**Students will read and notate music.**

### **Course Level Expectations (CLEs)**

The student will

- 5.1 Demonstrate an understanding of notation including rhythm, melody, harmony, and dynamics.
- 5.2 Demonstrate accurate use of standard notation including rhythm, melody, harmony, and dynamics.

### **Checks for Understanding**

- 5.1 Read treble and bass clef notes.  
Read basic rhythmic values from whole to sixteenth notes and rests.  
Read dynamic symbols from *ff* to *pp*.  
Read basic intervals  
Read tonic, subdominant and dominant chords.  
Read whole and half steps.  
Create major scales in the keys of C, F and/or G Major.  
Read common tempo markings.
- 5.2 Write rhythm patterns using note and rest values (from whole to sixteenth) in 2/4, 3/4, 4/4, and/or 6/4 time signatures.  
Write a melody in treble clef.  
Write a melody in bass clef.  
Write a melody with a harmonic accompaniment using dynamic markings.

### **Student Performance Indicators (SPIs)**

The student is able to

- 5.1.1 Explore notated examples that include rhythm, pitch, melody, dynamics, and harmony.
- 5.1.2 Identify components of notated examples including rhythm, pitch, melody, dynamics, and harmony.
- 5.1.3 Interpret notated examples including rhythm, pitch, melody, dynamics, and harmony.

- 5.2.1 Notate rhythm, melody (treble and bass clef), and symbols following teacher-given guidelines.
- 5.2.2 Notate music in two or more parts.
- 5.2.3 Create and notate an accompaniment for a given melody using tonic, subdominant, and dominant chords.

## **Standard 6.0 Listening and Analyzing**

**Students will listen to, analyze, and describe music.**

### **Course Level Expectations (CLEs)**

The student will

- 6.1 Demonstrate knowledge of music vocabulary.
- 6.2 Analyze aural examples of a varied repertoire of music representing diverse genres and cultures.
- 6.3 Compare and contrast compositional devices and techniques between two musical works.

### **Checks for Understanding**

- 6.1 Define and discuss terminology used to describe music.
- 6.2 Listen to and list the similarities between music of two diverse genres.
- 6.3 Analyze and discuss the similarities and differences between two compositions within the same period of music history.

### **Student Performance Indicators (SPIs)**

The student is able to

- 6.1.1 Identify the vocabulary used to describe music.
- 6.1.2 Define the vocabulary used to describe music.
- 6.1.3 Demonstrate an understanding of the music vocabulary used in selected literature.
  
- 6.2.1 Describe an aural musical example using music vocabulary.
- 6.2.2 Analyze two or more aural musical examples of different styles using music vocabulary and describe the characteristics that make each unique.
- 6.2.3 Analyze two or more aural musical examples of different cultures using music vocabulary and describe the characteristics that make each unique.
  
- 6.3.1 Describe similarities between two musical examples using music vocabulary.
- 6.3.2 Describe differences between two musical examples using music vocabulary.
- 6.3.3 Compare and contrast the compositional devices in two or more musical examples.

## **Standard 7.0 Evaluating**

**Students will evaluate music and music performances.**

### **Course Level Expectations (CLEs)**

The student will

- 7.1 Evaluate the quality of music compositions through score study.
- 7.2 Evaluate the quality and effectiveness of music performances.

### **Checks for Understanding**

- 7.1 Analyze a given music composition through score study.
- 7.2 Listen and write an evaluation of a musical performance using a teacher-given criteria. Listen to and write a comparison of two different performances of the same musical selection using student-developed criteria.

### **Student Performance Indicators (SPIs)**

The student is able to

- 7.1.1 Use appropriate criteria for evaluating music compositions.
- 7.1.2 Develop and use appropriate criteria for evaluating music compositions.
- 7.1.3 Assess the quality of music compositions using student-developed criteria.
- 7.2.1 Identify and use appropriate criteria for evaluating the quality and effectiveness of music performances.
- 7.2.2 Develop and use appropriate criteria for evaluating the quality and effectiveness of music performances.
- 7.2.3 Assess the quality of music performances using student-developed criteria.

## **Standard 8.0 Interdisciplinary Connections**

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

### **Course Level Expectations (CLEs)**

The student will

- 8.1 Compare stylistic characteristics of two or more arts within a particular historical period.
- 8.2 Explore the relationship between the arts and other academic disciplines.
- 8.3 Demonstrate an understanding of the role of technology in today's music.

## **Checks for Understanding**

- 8.1 Compare a musical work to another art work (i.e., dance, theatre, or visual art) within the same historical period.
- 8.2 Identify the relationship of music to another academic discipline (e.g., science, history, language arts, world languages).
- 8.3 Identify ways technology is used and how it impacts music today.

## **Student Performance Indicators (SPIs)**

The student is able to

- 8.1.1 Compare characteristics of music and those of another art discipline within a given historical period.
- 8.1.2 Compare styles of music and those of another art discipline within a given historical period.
- 8.1.3. Compare and contrast styles of music and those of another art discipline within a given historical period.
  
- 8.2.1 Recognize the similarities between an academic discipline outside the arts and those of music.
- 8.2.2. Recognize the differences between an academic discipline outside the arts and those of music.
- 8.2.3 Demonstrate (written or oral) the relationship between an academic discipline outside the arts and music.
  
- 8.3.1 Identify ways technology is used in music.
- 8.3.2 Explain how technology is used in music.
- 8.3.3 Determine ways music technology impacts today's society.

## **Standard 9.0 Historical and Cultural Relationships**

**Students will understand music in relation to history and culture.**

### **Course Level Expectations (CLEs)**

The student will

- 9.1 Distinguish characteristics of representative music genres and styles from a variety of historical periods.
- 9.2 Distinguish characteristics of representative music genres and styles from a variety of cultures.
- 9.3 Examine the evolution of American musical genres.

## **Checks for Understanding**

- 9.1 Present a timeline consisting of musical and historical events related to periods studied.
- 9.2 Compare the use of elements of music in different cultures studied.
- 9.3 Present a historical overview using various representational techniques (e.g., mappings, drawings, diagrams) of a given American music genre.

## **Student Performance Indicators (SPIs)**

The student is able to

- 9.1.1 Identify the characteristics of representative music genres and styles from two or more historical periods.
- 9.1.2 Compare representative music genres and styles from two or more historical periods.
- 9.1.3 Compare and contrast the characteristics of representative music genres from two or more historical periods.
  
- 9.2.1 Identify the characteristics of representative music genres and styles from two or more cultures.
- 9.2.2 Compare representative music genres and styles from two or more cultures.
- 9.2.3 Compare and contrast the characteristics of representative music genres from two or more cultures.
  
- 9.3.1 Explore the sources and development of an American music genre and correlate with well-known performers associated with that genre.
- 9.3.2 Explore the sources and development of two American music genres and correlate with well-known performers associated with the two genres.
- 9.3.3 Explore the sources and development of three American music genres and correlate with well-known performers associated with those genres.