



Music

Skills and Techniques

Standard 1:

The student sings, alone and with others, a varied repertoire of music. (MU.A.1.3)

1. sings choral works (appropriate for the changing male and female voice) with three- and four-part harmonies, with and without accompaniment.
2. sings, with appropriate expression, a repertoire of music literature from various styles and historical periods.
3. performs in choral ensembles with appropriate blend of tones, balance of sections, and response to the cues of a conductor.

Standard 2:

The student performs on instruments, alone and with others, a varied repertoire of music. (MU.A.2.3)

1. performs on at least one instrument (alone and in groups) with proper techniques (e.g., embouchure, posture, or bow control).
2. performs, as a member of a music ensemble, with expression, easy to moderate music literature from diverse genres and styles (e.g., Renaissance, Baroque, folk, and patriotic).
3. performs with basic ensemble skills (e.g., blends instrumental timbres, matches dynamic levels, and responds to the cues of a director).

Standard 3:

The student reads and notates music. (MU.A.3.3)

1. sight reads music in bass and/or treble clefs written in simple and compound meters.
2. uses notation and symbols to organize musical ideas.
3. writes notation for rhythmic and melodic phrases that have been performed by someone else.

Creation and Communication

Standard 1:

The student improvises melodies, variations, and accompaniments. (MU.B.1.3)

1. improvises simple harmonic accompaniments for a given melody.
2. improvises short melodies over given rhythmic accompaniment.

Standard 2:

The student composes and arranges music within specific guidelines. (MU.B.2.3)

1. uses basic principles of composition to create short pieces for voice and/or instruments using both traditional and non traditional sound sources that express an idea or a feeling.
2. arranges simple pieces for voices or instruments other than those for which the pieces were written.
3. composes short pieces with others that express an idea or a feeling.

Cultural and Historical Connections

Standard 1:

The student understands music in relation to culture and history. (MU.C.1.3)

1. knows the main characteristics of the music of various cultures, historical periods, genres, and composers.
2. knows representative examples of various American music genres.
3. knows the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry, and Scott Joplin).

Aesthetic and Critical Analysis

Standard 1:

The student listens to, analyzes, and describes music. (MU.D.1.3)

1. identifies major musical themes or patterns which outline the form of a composition.
2. knows basic music principles and structures (e.g., tonality, melody, and harmony) used to analyze music.
3. understands how the elements of music are manipulated to contribute to the expressive quality of music.

Standard 2:

**The student evaluates music and music performance.
(MU.D.2.3)**

1. creates criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.
2. uses specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.

Applications to Life

Standard 1:

**The student understands the relationship between music, the other arts, and disciplines outside the arts.
(MU.E.1.3)**

1. understands the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music: dirge; in dance: ending of Swan Lake; and in visual art: Pieta).
2. understands how the elements of music connect to other subject areas (e.g., how acoustics connect to science).

Standard 2:

The student understands the relationship between music and the world beyond the school setting. (MU.E.2.3)

1. understands the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.
2. uses informed consumer choices concerning music (e.g., appreciation for certain selections, performers, composers based on one's own criteria).
3. understands the role of music, musicians, and performance practices in various cultures.
4. understands the uniqueness of music and its importance in society (e.g., public and private rituals).