

INSTRUMENTAL 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, in unison, selected musical examples, rhythm patterns, and pitches.
- 1.2 Sing harmonies up to four parts with good tone and intonation.

Checks for Understanding

- 1.1 Sing, alone and with others, intervals from a given pitch appropriate to the music studied.
Sing, alone and with others, tetrachords from a given starting pitch appropriate to the music studied.
Sing, alone and with others, melodies from the music studied.
Sing a teacher-selected major scale.
Count and sing basic rhythm patterns appropriate to the music studied.
- 1.2 Sing, with others, harmonic intervals appropriate to the music studied.
Sing, with others, chords appropriate to the music studied.
Sing with good tone and intonation.

Student Performance Indicators (SPIs)

The student is able to

- 1.1.1 Demonstrate the singing of selected intervals and melodies with pitch accuracy.
- 1.1.2 Demonstrate basic vocal production in the singing of selected intervals and melodies with pitch accuracy.
- 1.1.3 Demonstrate adequate vocal production in sight-singing selected intervals and melodies with pitch accuracy.
- 1.1.4 Demonstrate good vocal production in sight-singing intervals, within an octave, and teacher-selected melodies.

- 1.2.1 Sing a two-part harmonization with both parts using the same rhythm.
- 1.2.2 Sing a two-part harmonization with each part using independent rhythms.
- 1.2.3 Sing a basic three-part harmonization with all parts using the same rhythm.
- 1.2.4 Sing a basic four-part harmonization with all parts using the same rhythms.

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 proper instrument care and maintenance.
- 2.2 Produce a characteristic quality of sound performing a varied repertoire of music.
- 2.3 Demonstrate and apply correct technique on one's instrument performing a varied repertoire of music.
- 2.4 Demonstrate and apply correct pitch, intonation, and rhythm performing a varied repertoire of music.
- 2.5 Produce musicality through style, dynamic control, tempo variation, and phrasing while performing a varied repertoire of music.
- 2.6 Execute, correctly, the technical and musical aspects of sight-reading.
- 2.7 Perform scales on one's instrument.

Checks for Understanding

- 2.1 Demonstrate proper instrument care and maintenance.
- 2.2 Demonstrate characteristic sound while performing.
- 2.3 Demonstrate proper technique while performing.
- 2.4 Demonstrate correct pitch, intonation, and rhythm, while performing.
- 2.5 Demonstrate dynamic and tempo control and correct phrasing while performing.
Demonstrate ability to listen and perform as an effective member of an ensemble.
- 2.6 Sight-read at an appropriate experience level.
- 2.7 Perform scales/rudiments.

Student Performance Indicators (SPIs)

The student is able to

- 2.1.1 Execute periodic cleaning beyond daily maintenance.
- 2.1.2 Detect and report minor maintenance issues with one's own instrument (i.e., leaks, bridge alignment, dents, valve alignment, etc.).
- 2.1.3 Detect and repair minor maintenance issues with one's own instrument (i.e., springs, valve alignment, replace a broken string).
- 2.1.4 Describe the maintenance needs of one's own instrument beyond cleaning.
- 2.2.1 Produce a characteristic tone throughout a teacher-selected range of the instrument.
- 2.2.2 Produce a characteristic tone at varying dynamic levels.
- 2.2.3 Employ characteristic tone within a group/individual performance as appropriate to selected instrumental genres.

- 2.2.4 Employ a characteristic tone within a group/individual performance as appropriate to various instrumental genres.
- 2.3.1 Demonstrate and apply correct technique of posture, breathing, bowing, embouchure, fingering, articulation and/or percussion sticking at an intermediate level.
- 2.3.2 Demonstrate technical proficiency of posture, breathing, bowing, embouchure, fingering, articulation and/or percussion sticking.
- 2.3.3 Demonstrate technical proficiency in selected music genres.
- 2.3.4 Demonstrate advanced technique in selected music genres.
- 2.4.1 Identify and perform selected intermediate level (Grade III and IV) rhythms and pitches.
- 2.4.2 Perform selected intermediate level (Grade III and IV) pieces with appropriate pitch, intonation and rhythm.
- 2.4.3 Produce and perform appropriate pitch, intonation and rhythm in various music genres (Grade IV and V).
- 2.4.4 Produce and perform appropriate pitch, intonation and rhythm in selected music genres (Grade V and VI).
- 2.5.1 Identify and demonstrate an understanding of selected concepts of musicality (Grades III and IV) within an ensemble.
- 2.5.2 Perform, in an ensemble, selected intermediate level pieces (Grade IV) demonstrating appropriate musicality.
- 2.5.3 Perform, in an ensemble, pieces in selected music genres (Grade V) demonstrating appropriate musicality.
- 2.5.4 Perform, in an ensemble, pieces in selected music genres (Grade VI) demonstrating appropriate musicality
- 2.6.1 Apply basic elements associated with successful sight-reading using a variety of meters, tempi, and keys.
- 2.6.2 Sight-read, accurately, examples from selected music genres (Grade II).
- 2.6.3 Sight-read, accurately, examples from selected music genres (Grade III).
- 2.6.4 Sight-read, proficiently, examples from various music genres (Grade IV).
- 2.7.1 Perform from memory eight major scales or eight rudiments and a chromatic scale (winds and percussion).
- 2.7.2 Perform from memory all major scales, a chromatic scale (winds and percussion) or thirteen rudiments (minimum for winds and percussion: quarter note =120; minimum for strings: quarter note = 98).
- 2.7.3 Perform from memory a chromatic scale (winds and percussion), all major scales and arpeggios for the practical range of the instrument. Read minor scales and arpeggios for the practical range of the instrument (minimum for winds and percussion: quarter note = 120; minimum for strings: quarter note = 98).
- 2.7.4 Perform from memory a chromatic scale (winds and percussion), all major scales and arpeggios, selected minor scales and arpeggios for the full range of the instrument (minimum for winds and percussion: quarter note = 120; minimum for strings: quarter note = 98).

Standard 3.0 Improvising

Students will improvise melodies, variations, and accompaniments.

Course Level Expectations (CLEs)

The student will

- 3.1 Improvise a rhythm or melody over a given chord progression.
- 3.2 Experiment with variations on a given melody.
- 3.3 Experiment with rhythmic or chordal accompaniments for a melody.

Checks for Understanding

- 3.1 Improvise a rhythm within a teacher-given parameter.
Improvise a melody within a teacher-given parameter.
Improvise on a melody within a traditional/jazz ensemble.
- 3.2 Create a variation on a teacher-given melody.
- 3.3 Improvise a rhythmic accompaniment for a teacher-given melody
Improvise a chordal accompaniment for a teacher-given melody.

Student Performance Indicators (SPIs)

The student is able to

- 3.1.1 Apply fundamental concepts of improvisation using a given melody and/or rhythm pattern.
- 3.1.2 Perform an improvisation of a melody using given rhythms over teacher-selected chords.
- 3.1.3 Perform an improvised melody with complex rhythms over a given chord progression in major or minor scales.
- 3.1.4 Perform an improvised melody with complex rhythms using a blues scale.

- 3.2.1 Create a variation of a simple melody with a minimum of five pitches and varying rhythms.
- 3.2.2 Create a variation of a simple melody using a blues scale pattern.
- 3.2.3 Create a minimum of two variations on a given melody.
- 3.2.4 Create a minimum of three variations on a complex melody.

- 3.3.1 Create a simple rhythmic or chordal accompaniment for an eight-measure melody.
- 3.3.2 Create a simple rhythmic and chordal accompaniment for an eight-measure melody.
- 3.3.3 Create a simple chordal and rhythmic accompaniment employing syncopation for an eight-measure melody.
- 3.3.4 Create a chordal and rhythmic accompaniment employing compound meters for an eight-measure 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 musical work with teacher-generated rhythmic, harmonic, melodic, and expressive parameters.
- 4.2 Create a music arrangement for a specified medium.

Checks for Understanding

- 4.1 Compose a musical work according to teacher-given parameters using music software (when available).
- 4.2 Arrange a musical work according to teacher-given parameters using music software (when available).

Student Performance Indicators (SPIs)

The student is able to

- 4.1.1 Compose and notate a simple melody using binary form.
- 4.1.2 Compose and notate a simple melody using ternary form.
- 4.1.3 Compose and notate a simple melody with rhythmic accompaniment and expressive elements.
- 4.1.4 Compose and notate a melody with harmonic and rhythmic accompaniments and expressive elements.

- 4.2.1 Transpose a given duet for specified instruments.
- 4.2.2 Create an arrangement of a given selection for one or two instruments.
- 4.2.3 Create an arrangement of a given selection for several specified instruments.
- 4.2.4 Create an arrangement of a given selection for a small group of specified instruments.

Standard 5.0 Reading and Notating

Students will read and notate music.

Course Level Expectations (CLEs)

The student will

- 5.1 Analyze and execute knowledge of musical notation.
- 5.2 Implement correct notation in various applications.

Checks for Understanding

- 5.1 Demonstrate, through performance, the ability to read music.
- 5.2 Use correct notation in selected applications.

Student Performance Indicators (SPIs)

The student is able to

- 5.1.1 Analyze and perform musical literature (Grade III and IV).
- 5.1.2 Analyze and perform musical literature (Grade IV).
- 5.1.3 Analyze and perform musical literature (Grade V).
- 5.1.4 Analyze and perform musical literature (Grade VI).

- 5.2.1 Notate basic rhythmic patterns when presented aurally.
- 5.2.2 Notate intervals in a major key within an octave when presented aurally.
- 5.2.3 Notate a simple melody in a major key given aurally.
- 5.2.4 Notate rhythmic and melodic examples on a Grade II level when presented aurally.

Standard 6.0 Listening and Analyzing

Students will listen to, analyze, and describe music.

Course Level Expectations (CLEs)

The student will

- 6.1 Analyze and describe teacher-selected listening examples using correct music vocabulary.
- 6.2 Analyze and describe teacher-selected listening examples demonstrating knowledge of compositional devices and techniques, which make it unique, interesting, and expressive.

Checks for Understanding

- 6.1 Analyze and describe selected music examples using correct music vocabulary.
- 6.2 Analyze and describe selected music examples emphasizing compositional devices.

Student Performance Indicators (SPIs)

The student is able to

- 6.1.1 Describe a given listening example using basic music terminology and following specified guidelines.
- 6.1.2 Describe, including the form, a given listening example using appropriate music vocabulary.
- 6.1.3 Describe, including form and genre, a given listening example using appropriate music vocabulary.
- 6.1.4 Describe in writing, including form and genre, a given listening example using appropriate music vocabulary.

- 6.2.1 Use appropriate terminology to describe a given listening example.
- 6.2.2 Analyze and describe a given listening example identifying compositional devices as directed by the teacher.
- 6.2.3 Analyze and describe a given listening example identifying compositional devices and techniques as directed by the teacher.
- 6.2.4 Analyze and describe given listening examples in various genres, identifying compositional devices and techniques that make the piece unique, interesting, and/or expressive.

Standard 7.0 Evaluation

Students will evaluate music and music performances.

Course Level Expectations (CLEs)

The student will

- 7.1 Use selected criteria to evaluate the intent and quality of a composition.
- 7.2 Use selected criteria to evaluate the quality and effectiveness of a live or recorded musical performance.
- 7.3 Use selected criteria to evaluate one's own performance.

Checks for Understanding

- 7.1 Listen to a selected work and theorize, through discussion, about the composer's intent.
- 7.2 Listen to a selected work and evaluate, written or oral, the performance.
- 7.3 Critique, written or orally, one's own school ensemble performance.
Critique, written or orally, one's own solo performance.

Student Performance Indicators (SPIs)

The student is able to

- 7.1.1 Evaluate the quality of a Grade III composition using basic music vocabulary and following teacher-provided parameters.

- 7.1.2 Evaluate, using teacher-provided criteria and appropriate music vocabulary, the intent and quality of a Grade III or IV composition.
- 7.1.3 Develop criteria to evaluate the quality of a music composition.
- 7.1.4 Use a student-developed criteria to evaluate the intent and quality of a given music composition.

- 7.2.1 Examine criteria to evaluate a live or recorded musical performance using appropriate music vocabulary and following teacher-provided parameters.
- 7.2.2 Develop criteria to evaluate a live or recorded musical performance using appropriate music vocabulary and following teacher-provided parameters.
- 7.2.3 Use student-developed criteria to evaluate a live or recorded musical performance.
- 7.2.4 Use student-developed criteria to evaluate a live or recorded musical performance and list suggestions to improve the performance.

- 7.3.1 Evaluate and improve personal performance by comparison with an exemplary model using teacher-given parameters.
- 7.3.2 Evaluate a personal performance using a teacher-provided rubric to facilitate self-improvement.
- 7.3.3 Evaluate, verbal and written, a personal performance using a teacher-provided rubric to facilitate self-improvement.
- 7.3.4 Evaluate, verbal and written, a personal performance using a self-created rubric to facilitate self-improvement.

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 Illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.
- 8.2 Compare ways in which other academic disciplines, including technology, are interrelated with music.

Checks for Understanding

- 8.1 Identify terms common to music and visual art, theatre, and dance.
- 8.2 Explain, written or orally, connections between music and another academic discipline.

Student Performance Indicators (SPIs)

The student is able to

- 8.1.1 Discover shared vocabulary between music and other arts disciplines through teacher-guided discussion.
- 8.1.2 Explain similarities between music and another arts discipline through teacher-guided discussion.
- 8.1.3 Compare and contrast the elements of music and those of other arts disciplines through teacher-guided discussion.
- 8.1.4 Explore the relationship between music and other arts in a given work (e.g., a specific opera or ballet).

- 8.2.1 Discover the relationship between music and another academic discipline through teacher-guided discussion.
- 8.2.2 Discuss the similarities between music and other academic disciplines through teacher-guided discussion.
- 8.2.3 Discuss the relationship between music and other academic disciplines including technology through teacher-guided discussions.
- 8.2.4 Explain, verbal and written, the relationship between music and other academic disciplines including technology.

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 Compare and contrast various historical backgrounds and related music genres.
- 9.2 Compare and contrast various music genres and their relationship to or influence on culture(s).

Checks for Understanding

- 9.1 Identify distinguishing characteristics of a selected music genre, including instrumentation and style.
Identify distinguishing characteristics of a selected historical music period, including primary composers and significant works as related to music studied.
Perform teacher-selected works of music representing various music genres and/or historic music periods.
- 9.2 Identify ways that culture influences music.
Identify specific cultures, including American cultures, and their representative music.
Perform teacher-selected works of music representing various cultures.

Student Performance Indicators (SPIs)

The student is able to

- 9.1.1 Discover the historical background of teacher-selected music literature.
 - 9.1.2 Explore the historical background of teacher-selected music literature.
 - 9.1.3 Explain the historical background of teacher-selected music literature.
 - 9.1.4 Research and present historical background of student-selected music literature.
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- 9.2.1 Discover, through discussion, the relationship between a culture and a musical selection.
 - 9.2.2 Explore, through discussion, the relationship between a culture and a musical selection.
 - 9.2.3 Explain, verbally, the relationship between a culture and a musical selection.
 - 9.2.4 Research and present the relationship between a culture and a musical selection.