

Fine Arts Standards of Learning



General Music

		6 th	7 th	8 th	HS Music
Creative Process	1 Apply creative thinking to composing and improvising music Apply creative thinking by employing originality, flexibility, experimentation, individual voice, and imagination to improvise and compose music.	6.1 The student will demonstrate creative thinking by composing and improvising original music. a) Improvise four-measure melodic and rhythmic phrases. b) Compose four-measure melodies and rhythms. c) Arrange an existing musical phrase.	7.1 The student will demonstrate creative thinking by composing and improvising original music. a) Improvise eight-measure melodic and rhythmic phrases. b) Compose eight-measure melodies and rhythms. c) Arrange an existing musical antecedent phrase and consequent phrase.	8.1 The student will demonstrate creative thinking by composing and improvising original music. a) Improvise sixteen-measure melodic and rhythmic phrases. b) Compose sixteen-measure melodies and rhythms. c) Arranging an existing musical tune.	HM.1 The student will demonstrate creative thinking by composing and arranging music within specified guidelines. a) Compose and arrange appropriate voicings and ranges. b) Improvise over tonal or rhythmic structure. c) Improvise variations on a simple melody.
	2 Understand and apply a creative process to develop ideas for creating and performing music. Understand and apply a creative process to guide the development of ideas and original work.	6.2 The student will apply a creative process for music. a) Explore components of creative processes for music. b) Define, organize, and share personal ideas, investigations, and research of music ideas and concepts.	7.2 The student will apply a creative process for music. a) Describe components of a creative process for music. b) Define, organize, and share personal ideas, investigations, and research of music ideas and concepts.	8.2 The student will apply a creative process for music. a) Develop individual solutions to creative challenges through independent research, investigation, and inquiry of music ideas and concepts. b) Collaborate with peers to define, organize, develop, and share ideas, investigations, and research of music ideas and concepts.	HM.2 The student will apply a creative process for music. a) Define, evaluate, organize, develop, and share personal ideas, investigations, and research of music ideas and concepts. b) Develop and share individual creative processes for creating original music compositions, arrangements, and improvisations.

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Critical Thinking and Communication	<p>3</p> <p>Analyze, interpret, and evaluate music</p> <p>Develop critical thinking skills in the analysis, interpretation, and evaluation of the work of self and others.</p>	<p>6.3</p> <p>The student will analyze, interpret, and evaluate music.</p> <p>a) Describe expressive qualities of works of music using inquiry skills and music terminology.</p> <p>b) Examine and apply personal and accepted criteria for evaluating works of music.</p> <p>c) Describe performances of music using music terminology.</p> <p>d) Apply accepted criteria for critiquing musical works and performances of self and others.</p>	<p>7.3</p> <p>The student will analyze, interpret, and evaluate music.</p> <p>a) Describe and interpret works of music using inquiry skills and music terminology.</p> <p>b) Apply accepted criteria for evaluating works of music.</p> <p>c) Apply accepted criteria for critiquing musical performances of self and others.</p>	<p>8.3</p> <p>The student will analyze, interpret, and evaluate music.</p> <p>a) Analyze and interpret works of music using inquiry skills and music terminology.</p> <p>b) Formulate criteria to be used for evaluating works of music.</p> <p>c) Apply formulated criteria for critiquing musical works and performances of self and others.</p>	<p>HM.3</p> <p>The student will analyze, interpret, and evaluate music.</p> <p>a) Describe music styles and forms using music terminology.</p> <p>b) Define and classify various musical styles that represent a variety of historical periods and cultural influences.</p> <p>c) Describe and interpret works of music using inquiry skills and music terminology.</p> <p>d) Examine and apply accepted criteria for evaluating works of music.</p> <p>e) Examine and apply accepted criteria for critiquing musical performances of self and others.</p>
	<p>4</p> <p>Formulate and justify personal responses and connections to music</p> <p>Recognize, justify, and articulate personal responses, beliefs, and opinions regarding music and recognize the value in learning about diverse opinions and responses to music.</p>	<p>6.4</p> <p>The student will formulate and justify personal responses to music.</p> <p>a) Identify reasons for preferences among works of music using music terminology.</p> <p>b) Identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.</p>	<p>7.4</p> <p>The student will formulate and justify personal responses to music.</p> <p>a) Explain how the time and place influence the characteristics that give meaning and value to a work of music.</p> <p>b) Describe personal responses to works of music using music terminology.</p> <p>c) Analyze ways in which music can evoke emotion and be persuasive.</p>	<p>8.4</p> <p>The student will formulate and justify personal responses to music.</p> <p>a) Analyze how time and place influence the characteristics that give meaning and value to a work of music.</p> <p>b) Describe personal, emotional, and intellectual responses to works of music.</p>	<p>HM.4</p> <p>The student will formulate and justify personal responses to music.</p> <p>a) Explain how the context of a musical work's creation may influence the response of the listener.</p> <p>b) Analyze and explain personal responses to works of music.</p>

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	<p>5</p> <p>Develop collaboration and communication skills for music rehearsal and performance</p> <p>Identify and apply collaboration and communication skills for rehearsal and performance of music.</p>	<p>6.5</p> <p>The student will identify and demonstrate collaboration and communication skills for music, including active listening.</p>	<p>7.5</p> <p>The student will describe and demonstrate collaboration and communication skills for music, including active listening.</p>	<p>8.5</p> <p>The student will explain and apply collaboration and communication skills for music, including active listening.</p>	<p>HM.5</p> <p>The student will evaluate and demonstrate collaboration skills and concert etiquette.</p> <ul style="list-style-type: none"> a) Examine audience etiquette appropriate for various musical settings. b) Exhibit active listening in music settings. c) Demonstrate respect for the contributions of others in collaborative music experiences.

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History, Culture, and Citizenship	<p>6</p> <p>Understand cultural and historical influences of music</p> <p>Demonstrate understanding of cultural and historical influences of music.</p>	<p>6.6</p> <p>The student will explore historical and cultural influences of music.</p> <p>a) Identify the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.</p> <p>b) Describe ways in which culture influences the development of music and music styles.</p>	<p>7.6</p> <p>The student will explore historical and cultural influences of music.</p> <p>a) Describe the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.</p> <p>b) Compare and contrast a variety of musical styles using music terminology.</p> <p>c) Compare and contrast the functions of music in a variety of cultures.</p>	<p>8.6</p> <p>The student will explore historical and cultural influences of music.</p> <p>a) Describe the cultural influences, musical styles, composers, and historical periods associated with the music literature being studied.</p> <p>b) Compare and contrast a variety of musical periods and styles using music terminology.</p> <p>c) Compare and contrast the functions of music in a variety of cultures.</p>	<p>HM.6</p> <p>The student will explore historical and cultural influences of music.</p> <p>a) Describe distinguishing characteristics of musical forms and styles from a variety of cultures.</p> <p>b) Identify cultural and historical influences of musical styles.</p>
	<p>7</p> <p>Understand music as a form of community engagement</p> <p>Identify and interact with music and develop a lifelong engagement as a performer, supporter, advocate, and audience member.</p>	<p>6.7</p> <p>The student will explore the functions of music, including the use of music as a form of expression, communication, ceremony, and entertainment.</p>	<p>7.7</p> <p>The student will describe how musicians, consumers of music, and music advocates impact the community.</p>	<p>8.7</p> <p>The student will describe opportunities for music performance and advocacy within the community.</p>	<p>HM.7</p> <p>The student will describe opportunities for music performance and advocacy within the community.</p>
	<p>8</p> <p>Ethical and legal considerations for music and intellectual property</p> <p>Identify and understand ethical and legal considerations for engaging with music, resources, and source material as a responsible citizen.</p>	<p>6.8</p> <p>The student will explain intellectual property as it relates to music.</p>	<p>7.8</p> <p>The student will identify and apply digital citizenship skills related to intellectual property in music research, performance, and sharing.</p>	<p>8.8</p> <p>The student will explain and apply digital citizenship skills related to intellectual property in music research, performance, and sharing.</p>	<p>HM.8</p> <p>The student will describe ethical standards as applied to the use of intellectual property.</p>

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Innovation in the Arts	<p>9</p> <p>College, career, and the 21st Century Workplace</p> <p>Connect music content and skills to career options, college opportunities, and the 21st Century workplace.</p>	<p>6.9</p> <p>The student will describe career options in music.</p>	<p>7.9</p> <p>The student will compare and contrast career options in music in relation to career preparation.</p>	<p>8.9</p> <p>The student will investigate connections between music skills and college, career, and workplace skills.</p>	<p>HM.9</p> <p>The student will explore connections between music skills and college, career, and workplace skills.</p>
	<p>10</p> <p>Understand and explore the impact of current and emerging technologies</p> <p>Participate in a rapidly changing world of music and explore the impact of current and emerging technologies, media, and processes.</p>	<p>6.10</p> <p>The student will identify ways in which culture and technology influence the development of music and musical styles, including the ways sound is manipulated.</p>	<p>7.10</p> <p>The student will identify and explore ways that new media is used to create and edit music.</p>	<p>8.10</p> <p>The student will explore and investigate technology and new media to create, edit, and present music.</p>	<p>HM.10</p> <p>The student will explore and describe ways in which innovative media, tools, and processes are influencing music.</p>
	<p>11</p> <p>Cultivate connections to other fine arts and fields of knowledge</p> <p>Identify and cultivate connections between music and other fields of knowledge to develop problem-solving skills.</p>	<p>6.11</p> <p>The student will describe the connections of music to the other fine arts and other fields of knowledge.</p>	<p>7.11</p> <p>The student will relate music to the other fine arts.</p>	<p>8.11</p> <p>The student will analyze cross-disciplinary connections with music.</p>	<p>HM.11</p> <p>The student will explain relationships of music to the other fine arts and other fields of knowledge.</p>

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Technique and Application	<p>12</p> <p>Music Literacy</p> <p>Acquire the technical skills and artistic knowledge necessary for creative, expressive, and artistic performance.</p> <p>Demonstrate understanding of elements of music and ways they are used for artistic performance and creative expression</p>	<p>6.12</p> <p>The student will read and notate music.</p> <p>a) Identify tonal, rhythmic, and melodic patterns containing steps, skips, and leaps.</p> <p>b) Recognize diatonic intervals.</p> <p>c) Identify and notate melodies on the musical staff.</p> <p>d) Read and notate rhythmic patterns that include whole notes, half notes, quarter notes, eighth notes, and corresponding rests.</p> <p>e) Identify the meaning of the upper and lower numbers of time signatures.</p>	<p>7.12</p> <p>The student will read and notate music.</p> <p>a) Identify and perform tonal, rhythmic, and melodic patterns containing steps, skips, and leaps.</p> <p>b) Notate melodies on the treble and bass staves.</p> <p>c) Read melodic patterns using the diatonic scale.</p> <p>d) Read and notate rhythmic patterns that include sixteenth notes, dotted notes, and corresponding rests.</p>	<p>8.12</p> <p>The student will read and notate music.</p> <p>a) Identify and perform melodic patterns using specific interval names (e.g., third, fifth).</p> <p>b) Read and notate rhythmic patterns of increasing complexity, including tied rhythms, eighth note triplets, syncopation.</p>	<p>HM.12</p> <p>The student will use a variety of analog and digital notations (e.g. standard notation, lead sheets, tablature, piano roll).</p> <p>a) Notate original musical ideas.</p> <p>b) Identify symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</p>
	<p>13</p>	<p>6.13</p> <p>The student will perform a variety of music.</p> <p>a) Sing or play music in unison and simple harmony.</p> <p>b) Follow dynamic and tempo markings.</p> <p>c) Identifying appropriate performance practices.</p>	<p>7.13</p> <p>The student will perform a varied repertoire of music.</p> <p>a) Sing or play music written in two or three parts.</p> <p>b) Play melodies and accompaniments written on the treble staff and/or bass staff.</p> <p>c) Demonstrate appropriate performance practices.</p>	<p>8.13</p> <p>The student will perform a variety of music.</p> <p>a) Use indicated dynamics, phrasing, and other elements of music.</p> <p>b) Sing or play music written in three parts on the treble and bass staves.</p> <p>c) Consistently demonstrate appropriate performance practices.</p>	<p>HM.13</p> <p>The student will perform a variety of music.</p> <p>a) Sing or play with increased technical proficiency.</p> <p>b) Use indicated dynamics, phrasing, and other elements of music.</p> <p>c) Evaluate and apply performance practices.</p>

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Technique and Application	14	<p>6.14 The student will perform melodies and accompaniments.</p> <ul style="list-style-type: none"> a) Sing or play instruments with and without notation. b) Perform music in a variety of ensembles. 	<p>7.14 The student will sing and/or play music of increased levels of difficulty on a variety of instruments.</p>	<p>8.14 The student will sing and/or play a variety of instruments.</p> <ul style="list-style-type: none"> a) Play melodies and accompaniments written on the grand staff. b) Play music of increased difficulty in a variety of ensembles using traditional and nontraditional instruments. 	<p>HM.14 The student will perform a varied repertoire of music representative of diverse styles, forms, and cultures.</p>
	15	<p>6.15 The student will read, count, and perform rhythmic patterns.</p> <ul style="list-style-type: none"> a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Include whole notes, half notes, quarter notes, eighth notes, and corresponding rests. 	<p>7.15 The student will read, count, and perform rhythmic patterns.</p> <ul style="list-style-type: none"> a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Include sixteenth notes, dotted notes, and corresponding rests. 	<p>8.15 The student will read, count, and perform rhythmic patterns.</p> <ul style="list-style-type: none"> a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Include complex rhythms and syncopation 	<p>HM.15 The student will read, count, and perform rhythmic patterns</p> <ul style="list-style-type: none"> a) Use a counting system. b) Include patterns that suggest duple and triple meter. c) Use instruments, body percussion, and voice. d) Include complex rhythms and syncopation.
	16	<p>6.16 The student will respond to music with movement by performing non-choreographed and choreographed movements.</p>	<p>7.16 The student will respond to music with movement.</p> <ul style="list-style-type: none"> a) Use movement to illustrate musical styles. b) Use choreography to interpret aspects of musical expression. 	<p>8.16 The student will respond to music with movement.</p> <ul style="list-style-type: none"> a) Create movements individually or collaboratively to interpret a musical composition. b) Create movements to illustrate forms, meters, and patterns. c) Demonstrate how choreography is a form of expression and communication. 	<p>HM.16 The student will create movement to express elements of music and interpret expressive qualities of an original music composition.</p>