

## High School Music Curriculum

**Unit of Study: Artistic Perception** - Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Curriculum Standards	Learner Outcomes
<p>Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.</p>	<p>Read and Notate Music</p> <ul style="list-style-type: none"> <li>• Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.</li> <li>• Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-8).</li> </ul> <p>Listen to, Analyze, and Describe Music</p> <ul style="list-style-type: none"> <li>• Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.</li> <li>• Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.</li> </ul>

**Unit of Study: Creative Expression** - Creating, Performing, and Participating in Music

Curriculum Standards	Learner Outcomes
<p>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</p>	<p>Apply Vocal and Instrumental Skills</p> <ul style="list-style-type: none"> <li>• Perform a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy.</li> <li>• Perform music written in three or four parts with and without accompaniment.</li> <li>• Perform in small ensembles, with one performer for each part.</li> <li>• Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-8).</li> <li>• Perform on an instrument in small ensembles, with one performer for each part.</li> </ul> <p>Compose, Arrange, and Improvise</p> <ul style="list-style-type: none"> <li>• Compose music, using musical elements for expressive effect.</li> <li>• Compose and arrange music for their own instrument.</li> <li>• Arrange pieces for voices and instruments other than those for which the pieces were originally written.</li> <li>• Improvise original melodies over given chord progressions.</li> </ul>

**Unit of Study: Historical and Cultural Context** - Understanding the Historical Contributions and Cultural Dimensions of Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.	Diversity of Music <ul style="list-style-type: none"><li>• Describe the differences between styles of music being performed.</li><li>• Perform music from various cultures and time periods.</li><li>• Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification</li></ul>

**Unit of Study: Aesthetic Valuing** - Responding to, Analyzing, and Making Judgments About Works of Music

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.	Analyze and Critically Assess <ul style="list-style-type: none"><li>• Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.</li><li>• Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.</li></ul> Derive Meaning <ul style="list-style-type: none"><li>• Explain how people in a particular culture use and respond to specific musical works from that culture.</li><li>• Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.</li></ul>

**Unit of Study: Connections, Relationships, Applications -** Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

<b>Curriculum Standards</b>	<b>Learner Outcomes</b>
Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.	Connections and Applications <ul style="list-style-type: none"><li>• Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.</li></ul>