

# Music: Grades 9, 10, 11, 12

Adopted 2010

**Artistic Processes – The human experience can be created and recreated through sound.**

**M1 (9-12)-1. Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...** M1 (9-12)-1

- a. reading an instrumental or vocal score of up to four staves
- b. transcribing simple songs when presented aurally into melodic and rhythmic notation
- c. accurately and expressively sight-reading music with minimal rhythmic, pitch, and dynamic errors at a grade span below full ensemble/class performance level (e.g., music that might be performed by middle school band/ensemble)

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**M1 (9-12)-2. Students show evidence of improvising, composing, and arranging by...**

M1 (9-12)-2

- a. improvising rhythmic and melodic variations on given pentatonic melodies in major or minor keys, or improvise stylistically appropriate harmonizing parts (e.g., guitar or keyboard accompaniments)
- b. composing original melodies using accepted compositional devices (e.g. melodic variation, diminution, augmentation) or creating accompaniment for original or existing melodies (e.g., harmonizing using diatonic chords, use of triadic harmony)
- c. arranging music by manipulating musical elements (e.g., manually or using music software)

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**M1 (9-12)Ext-1. Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...** M1 (9-12)EXT-1

- a. reading a full band, orchestral, or choral score, identifying melody, harmony, accompaniment, bass line, and counter melody
- c. accurately and expressively sight-reading music at full ensemble/class performance level

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**M1 (9-12)Ext-2. Students show evidence of improvising, composing, and arranging by... M1 (9-12)EXT-2**

- a. improvising over-chord progressions in and out of diatonic keys using guide tones, scale approaches, and chord-key relationships in an appropriate style
- b. composing original melodies in extended forms (e.g., complete song forms, theme and variations, sonata form) with accompaniments
- c. arranging music by manipulating specified elements (e.g., changing instruments, voices, time signatures, creating original introductions, codas)

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**Cultural Contexts – Music connects and expresses history and culture around the globe.**

**M2 (9-12)-1. Students show evidence of cultural and historical understanding of (familiar and unfamiliar) music by... M2 (9-12)-1**

- a. classifying, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification
- b. identifying the sources of various musical genres, tracing the evolution of those genres, and citing well-known musicians associated with them

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**M2 (9-12)-2. Students show evidence of connecting music to the arts and other disciplines by... M2 (9-12)-2**

- a. explaining how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts
- b. creating a music score using technology that appropriately enhances or contrasts works of selected visual art (e.g., MasterTrax, Finale, iMovie, PowerPoint).

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**M2 (9-12)Ext-1. Students show evidence of cultural and historical understanding of (familiar and unfamiliar) music by... M2 (9-12)EXT-1**

- a. classifying and identifying uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).
- b. comparing and contrasting the social function of a variety of music forms in various cultures and time periods

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**M2 (9-12)Ext-2. Students show evidence of connecting music to the arts and other disciplines by... M2 (9-12)EXT-2**

- a. explaining ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated
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**Communication – Music of diverse genres is performed in a variety of settings.**

**M3 (9-12)-1. Students perform music alone and with others in a variety of settings...**

M3 (9-12)-1

- a. singing a varied repertoire in a variety of focused ensemble settings with musical accuracy (e.g., SSA, SATB, musical theatre)
- b. playing acoustic or electronic instruments in ensembles or music technology settings with musical accuracy
- b. presenting a composition using a virtual instrument and digital audio software

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**M3 (9-12)Ext-1. Students perform music alone and with others in a variety of settings...** M3 (9-12)EXT-1

- a. singing in upper level ensembles demonstrating independence (e.g., soloist, chamber group, jazz ensemble, all-state/honors group)
- b. playing in an upper level ensemble demonstrating independence (e.g., soloist, chamber group, all-state/honors group).

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**Aesthetic Judgment – Music knowledge is applied through reflection and evaluation of the music of self and others.**

**M4 (9-12)-1. Students analyze and describe music by...** M4 (9-12)-1

- a. analyzing and describing the use of musical elements and expressive devices in familiar music (e.g., articulation, dynamic markings)
- b. analyzing and identifying the use of form in a varied repertoire of familiar music

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**M4 (9-12)-2. Students evaluate music by...** M4 (9-12)-2

- a. developing and applying four specific criteria provided for critiquing music (e.g., dynamics, intonation, tone, and blend: "The clarinets were in-tune with the strings and played with an open-focused sound.")
- b. using aesthetic criteria to compare and contrast various interpretations of the same work (e.g., "The grave section from the Bach overture was more Romantic than Baroque.")

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**M4 (9-12)Ext-1. Students analyze and describe music by...** M4 (9-12)EXT-1

- a. analyzing and describing, musical elements in familiar and unfamiliar music
- b. comparing and contrasting the use of form, both past and present, in a varied repertoire of unfamiliar music

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**M4 (9-12)Ext-2. Students evaluate music by...** M4 (9-12)EXT-2

- a. using specified criteria to suggest improvement of performance of music (e.g., "If the trumpets listened to the upper woodwinds, a better balance would be achieved.")