

HINSDALE MUSIC CURRICULUM

GRADE LEVEL: 9-12

STANDARD: 1. Sing, alone and with others, a varied repertoire of music.

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
<p>a. sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;</p>	<p>Grades 9-10/ Grades 11-12: Performance Music I: (Vocal focus)</p> <ul style="list-style-type: none"> - Individual and group performance projects - Individualized goals - Exposure to a variety of styles including classical, jazz/blues, pop, musicals, world, and folk music <p>Performance Music II:</p> <ul style="list-style-type: none"> - Expanded individual goals and increased expectations in technical facility including memorization and world/folk music - Public and school choral/ensemble performances - All State / Jazz All State - Audio recording of performance piece(s) 	<ul style="list-style-type: none"> - Vocal literature ranging from classical, contemporary, jazz/blues, pop, musicals, world, and folk music - Chorales and A Cappella literature - Theory/Sight singing literature - Theta Musical Trainer online - Recordings of practice materials - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Traktion recording software 	<ul style="list-style-type: none"> - Self-evaluation related to individualized goals - Practice journal addressing individualized goals - Public and/or classroom performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Teacher evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation

<p>b. sing music written in four parts, with and without accompaniment, demonstrating well-developed ensemble skills</p>	<p>Grades 9-10/ Grades 11-12: Performance Music I - A Cappella style practice/performance - Practice/performance with a variety of accompaniment including harmonic and melodic instrumentation - Interval practice: octaves/fifths/fourths/thirds - Understanding one's vocal range - Reading vocal literature in SATB style - Scale practice in Solfege - Ear training and rhythmic dictation</p> <p>Performance Music II - Extended practice and familiarity with all major and minor intervals including: seconds, thirds, sixths, sevenths, ninths, etc. - Use of modes and major/minor scales</p> <p>- Group performance projects with individualized and/or common performance goals - Large and small group practice of varied repertoire - Public and school</p>	<ul style="list-style-type: none"> - Vocal literature ranging from classical, contemporary, jazz/blues, pop, musicals, world, and folk music - Chorales and A Cappella literature - Theory/Sight singing literature - Theta Musical Trainer online - Recordings of practice materials - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software 	<ul style="list-style-type: none"> - Public and/or classroom performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Instructor evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation
--	--	---	--

	<p>choral/ensemble performances</p> <ul style="list-style-type: none"> - Audio recording of performance piece(s) 		
<p>c. sing with expression and technical accuracy a large and varies repertoire of vocal literature with a difficulty level of 5, on a scale of 1 to 6</p>	<p>Grades 9-10/ Grades 11-12:</p> <p>Performance Music I:</p> <ul style="list-style-type: none"> - Individual and group performance projects - Individualized goals - Exposure to a variety of styles including classical, jazz/blues, pop, musicals, world, and folk music <p>Performance Music II:</p> <ul style="list-style-type: none"> - Expanded individual goals and increased expectations in technical facility including memorization and world/folk music - Practice of extended techniques, complex rhythms and melodic/harmonic movement - Interpretation/analysis of musical descriptors including dynamics and commonly used Italian terminology - Public and school choral/ 	<ul style="list-style-type: none"> - Vocal literature ranging from classical, contemporary, jazz/blues, pop, musicals, world, and folk music - Chorales and A Cappella literature - Theory/Sight singing literature - Theta Musical Trainer online - Recordings of practice materials - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software 	<ul style="list-style-type: none"> - Practice journal addressing individualized goals - Public and/or classroom performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Instructor evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation

	<p>ensemble performances</p> <ul style="list-style-type: none"> - All State / Jazz All State - Audio recording of performance piece(s) 		
d. sing music written in more than four parts	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Extended practice of Sight Singing and Ear Training methods including the recognition of major/minor sevenths and ninths - Practice and use of extended harmonies through interval training - large group/ensemble practice with extended harmonies - A Cappella transcriptions of pop music 	<ul style="list-style-type: none"> - Vocal literature ranging from classical, contemporary, jazz/blues, pop, musicals, world, and folk music - Chorales and A Cappella literature - Theory/Sight singing literature - Theta Musical Trainer online - Recordings of practice materials - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software 	<ul style="list-style-type: none"> - Public and/or classroom performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Instructor evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation
e. sing in small ensembles with one student on each part	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Individual and group performance projects - A Cappella and ensemble practice in a variety of settings as duo, trio, quartet, quintet, etc - Interval/harmony practice 	<ul style="list-style-type: none"> - Vocal literature ranging from classical, contemporary, jazz/blues, pop, musicals, world, and folk music - Chorales and A Cappella literature - Theory/Sight singing literature - Theta Musical Trainer online - Recordings of practice 	<ul style="list-style-type: none"> - Public and/or classroom performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Instructor evaluated performance regarding

	with one student per part/voice - Public and school choral/ensemble performances - All State / Jazz All State - Audio recording of performance piece(s)	materials - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software	performance goals. - Formal and informal observation with instructor evaluation
--	--	---	--

STANDARD: 2. Perform on instruments, alone and with others, a varied repertoire of music

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6;	Grades 9-10/ Grades 11-12: Performance Music I: (Instrumental focus) - Individual and group performance projects with a variety of instrumentation - Individualized goals - Exposure to a variety of styles including classical, jazz/blues, pop, musicals, world, and folk music Performance Music II: - Expanded individual goals and increased expectations in technical facility including	Materials - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature	- Practice journal addressing individualized goals - Public and/or classroom performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Teacher evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation

	<p>memorization and world/folk music</p> <ul style="list-style-type: none"> - Public and school ensemble performances - All State / Jazz All State - Audio recording of performance piece(s) 		
<p>b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Sectional rehearsals focusing on individual parts - Full ensemble rehearsal with sectional focus - Audio recording of individual and group practice - Active listening of professional performance/recording while following written score/part - Ear training exercises to enhance ensemble cohesion including tuning, timing, and articulations - Public and school ensemble performances - All State / Jazz All State - Audio recording of performance piece(s) 	<ul style="list-style-type: none"> - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature - “Play along” audio recordings 	<ul style="list-style-type: none"> - Practice journal addressing individualized goals - Public and/or classroom performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Teacher evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation

<p>c. perform in small ensembles with one student on a part.</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Individual analysis of part - Observation of specific instrument in a variety of professional small ensemble performance settings - Discussion/report of tradition instrument roles, range, tessitura, timbre - Small ensemble rehearsal of a variety of literature and styles - Public and school ensemble performances - All State / Jazz All State - Audio recording of performance piece(s) 	<ul style="list-style-type: none"> - Ensemble literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature - “Play along” audio recordings 	<ul style="list-style-type: none"> - Practice journal addressing individualized goals - Public and/or classroom performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Teacher evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation
<p>d. perform with expression and technical accuracy a large and varies repertoire of instrumental literature with a difficulty level of 5, on a scale of 1 to 6</p>	<p>Grades 9-10/ Grades 11-12: Performance Music I:</p> <ul style="list-style-type: none"> - Individual and group performance projects with a variety of instrumentation - Individualized goals - Exposure to a variety of styles including classical, jazz/blues, pop, musicals, world, and folk music 	<ul style="list-style-type: none"> - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) 	<ul style="list-style-type: none"> - Practice journal addressing individualized goals - Public and/or classroom performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals

	<p>Performance Music II:</p> <ul style="list-style-type: none"> - Expanded individual goals and increased expectations in technical facility including memorization and world/folk music - Practice of extended techniques, complex rhythms and melodic/harmonic movement - Interpretation/analysis of musical descriptors including dynamics and commonly used Italian terminology - Public and school ensemble performances - All State / Jazz All State - Audio recording of performance piece(s) 	<ul style="list-style-type: none"> - Finale software - Traktion recording software - Theta Musical Trainer online - Theory/Sight singing literature - “Play along” audio recordings 	<ul style="list-style-type: none"> - Teacher evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation
--	--	--	--

STANDARD: 3. Improvise melodies, variations, and accompaniments

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
a. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys;	<p>Grades 9-10/Grades 11-12: Performance Music I-II: (vocal and/or instrumental)</p> <ul style="list-style-type: none"> - Practice of major and minor 	<ul style="list-style-type: none"> - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Computer/handheld device 	<ul style="list-style-type: none"> - Practice journal addressing individualized goals - Public and/or classroom performance and

	<p>pentatonic scales utilizing the circle of fifths and various rhythmic motives</p> <ul style="list-style-type: none"> - Memorization of chord structures from pop and jazz standards - Vocalize/ practice singing pentatonic scales - Transcribe a recorded improvised solo - In an jazz/rock ensemble setting, play a designated chord structure and have each student take turns soloing using major and minor pentatonic scales - Public and school ensemble performances - All State / Jazz All State - Audio recording of performance piece(s) - Community jam sessions 	<p>recording software (iOS devices such as iPhone/iPod/iPad with Garageband)</p> <ul style="list-style-type: none"> - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature - “Play along” audio recordings - Jazz improvisation literature such as the Charlie Parker Omni Book, The Real Book, Jamey Aebersold series, etc 	<p>reflection essay</p> <ul style="list-style-type: none"> - Self-critique analyzing audio recording(s) regarding individualized performance goals - Teacher evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation
<p>b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Practice/ memorize/ recite/transcribe melodies from popular classical/folk/jazz/blues 	<ul style="list-style-type: none"> - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with 	<ul style="list-style-type: none"> - Practice journal addressing individualized goals - Public and/or classroom performance and reflection essay - Self-critique analyzing

	<p>melodies based on pentatonic scales</p> <ul style="list-style-type: none"> - Practice “Call and Response” of melodies - Practice manipulating the rhythms of a learned melody - Practice of major and minor pentatonic scales utilizing the circle of fifths and various rhythmic motives - Memorization of chord structures from pop and jazz standards - Vocalize/ practice singing pentatonic scales - Transcribe a recorded improvised solo - In an jazz/rock ensemble setting, play a designated chord structure and have each student take turns soloing using major and minor pentatonic scales <ul style="list-style-type: none"> - Public and school ensemble performances - All State / Jazz All State - Audio recording of performance piece(s) - Community jam sessions 	<p>Garageband)</p> <ul style="list-style-type: none"> - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature - “Play along” audio recordings - Jazz improvisation literature such as the Charlie Parker Omni Book, The Real Book, Jamey Aebersold series, etc 	<p>audio recording(s) regarding individualized performance goals</p> <ul style="list-style-type: none"> - Teacher evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation
--	--	--	---

<p>c. improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Intensive individual practice of scales and modes in all keys utilizing a wide variety of rhythmic motives - Write prescribed solos on a single rhythmic motive - Students record and transcribe their solos - Practice drills and experimentation of scales/modes over a variety of harmonic structures, tempo/meter, and styles - Practice/ memorize/ recite/transcribe melodies of popular classical/folk/jazz/blues melodies - Practice “Call and Response” of melodies - Practice manipulating the rhythms of a learned melody - Practice of major and minor scales/modes utilizing the circle of fifths and various rhythmic motives - Memorization of chord structures from pop and jazz standards - Transcribe a recorded 	<ul style="list-style-type: none"> - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature - “Play along” audio recordings - Jazz improvisation literature such as the Charlie Parker Omni Book, The Real Book, Jamey Aebersold series, etc 	<ul style="list-style-type: none"> - Practice journal addressing individualized goals - Public and/or classroom performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Teacher evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation
---	--	--	---

	<p>improvised solo</p> <ul style="list-style-type: none"> - In an jazz/rock ensemble setting, play a designated chord structure and have each student take turns soloing - Public and school ensemble performances - All State / Jazz All State - Audio recording of performance piece(s) - Community jam sessions 		
<p>d. improvise stylistically appropriate harmonization/homophonic parts in a variety of styles</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Extensive active listening/observation of designated musical styles - Play along to specific recordings - Ensemble rehearsal of a specific musical style with improvisation - Transcription of an improvisation characteristic of a specific style - Designated stylistic ensemble projects - Analysis of an improvised 	<ul style="list-style-type: none"> - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature - “Play along” audio recordings - Jazz improvisation literature such as the Charlie Parker Omni Book, The Real Book, Jamey Aebersold series, etc 	<ul style="list-style-type: none"> - Practice journal addressing individualized goals - Public and/or classroom performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Teacher evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation

	style		
e. improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Intensive individual practice of scales and modes in all keys utilizing a wide variety of rhythmic motives - Write prescribed solos on a single rhythmic motive - Students record and transcribe their solos - Practice drills and experimentation of scales/modes over a variety of harmonic structures, tempo/meter, and styles - Practice/ memorize/ recite/transcribe melodies of popular classical/folk/jazz/blues melodies - Practice “Call and Response” of melodies - Practice manipulating the rhythms of a learned melody - Practice of major and minor scales/modes utilizing the circle of fifths and various rhythmic motives - Memorization of chord structures from pop and jazz 	<ul style="list-style-type: none"> - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature - “Play along” audio recordings - Jazz improvisation literature such as the Charlie Parker Omni Book, The Real Book, Jamey Aebersold series, etc 	<ul style="list-style-type: none"> - Practice journal addressing individualized goals - Public and/or classroom performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Teacher evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation

	standards - Transcribe a recorded improvised solo - In an jazz/rock ensemble setting, play a designated chord structure and have each student take turns soloing - Public and school ensemble performances - All State / Jazz All State - Audio recording of performance piece(s) - Community jam sessions		
--	--	--	--

STANDARD: 4. Compose and arrange music within specified guidelines

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect;	Grades 9-10/Grades 11-12: Performance Music I-II: (Composition focus) - Individualized projects - Extensive active listening/observation of a	- Manuscript paper, graph paper - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale writing software - Tracktion recording software	- Submission of composition projects of various styles - Recording of compositions - Self-evaluation related to individualized goals

	<p>variety of musical styles</p> <ul style="list-style-type: none"> - Report/analysis of music that is representative of a specific style - Create a quick guide to reference an instrument's range and key transposition <ul style="list-style-type: none"> - Research extended instrumental techniques - Practice writing music both by hand and with computer software - Regular rehearsals of written music by student led ensemble - Practice conducting in a variety of tempos and meter - Research commonly used dynamics, articulations, and Italian terminology of music descriptors - Practice writing chord symbols, tablature, and other non-conventional systems of notation 	<ul style="list-style-type: none"> - Music dictionary - Theory textbook - Notation/dynamics/articulation/terminology quick references 	<ul style="list-style-type: none"> - Public or classroom performance of compositions - Composition portfolio
<p>b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Practice arranging a popular song for different voices and/or instrumentation - Transcribe by ear the music 	<ul style="list-style-type: none"> - Manuscript paper, graph paper - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale writing software - Tracktion recording software 	<ul style="list-style-type: none"> - Submission of composition projects of various styles - Recording of compositions - Self-evaluation related to individualized goals

	<p>to be arranged</p> <ul style="list-style-type: none"> - Write a piano reduction of a score - Study of famous arrangers - Individualized projects - Extensive active listening/observation of a variety of musical styles - Report/analysis of music that is representative of a specific style - Create a quick guide to reference an instrument's range and key transposition <ul style="list-style-type: none"> - Research extended instrumental techniques - Practice writing music both by hand and with computer software - Regular rehearsals of written music by student led ensemble - Practice conducting in a variety of tempos and meter - Research commonly used dynamics, articulations, and Italian terminology of music descriptors - Practice writing chord symbols, tablature, and other non-conventional systems of notation 	<ul style="list-style-type: none"> - Music dictionary - Theory textbook - Notation/dynamics/articulation/terminology quick references 	<ul style="list-style-type: none"> - Public or classroom performance of compositions - Composition portfolio
--	--	--	--

<p>c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II: (Composition focus)</p> <ul style="list-style-type: none"> - Exploration of trends/products using Midi, music software and hardware - Individualized projects - Extensive active listening/observation of a variety of musical styles - Report/analysis of music that is representative of a specific style - Create a quick guide to reference an instrument's range and key transposition - Research extended instrumental techniques - Practice writing music both by hand and with computer software - Regular rehearsals of written music by student led ensemble - Practice conducting in a variety of tempos and meter - Research commonly used dynamics, articulations, and Italian terminology of music descriptors - Practice writing chord symbols, tablature, and other 	<ul style="list-style-type: none"> - Manuscript paper, graph paper - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale writing software - Tracktion recording software - Music dictionary - Theory textbook - Notation/dynamics/articulation/terminology quick references - Midi software and instruments/controllers such as synthesizers and other midi interfaces 	<ul style="list-style-type: none"> - Submission of composition projects of various styles - Recording of compositions - Self-evaluation related to individualized goals - Public or classroom performance of compositions - Composition portfolio
---	--	--	--

	non-conventional systems of notation		
d. compose music, demonstrating imagination and technical skill in applying the principles of composition	<p>Grades 9-10/Grades 11-12: Performance Music I-II: (Composition focus)</p> <ul style="list-style-type: none"> - Practice writing short original pieces for a variety of instruments and/or voices - Study classical forms of composition/ song forms - Exploration of trends/products using Midi, music software and hardware - Individualized projects - Extensive active listening/observation of a variety of musical styles - Report/analysis of music that is representative of a specific style - Create a quick guide to reference an instrument's range and key transposition <ul style="list-style-type: none"> - Research extended instrumental techniques - Practice writing music both by hand and with computer software - Regular rehearsals of written music by student led ensemble 	<ul style="list-style-type: none"> - Manuscript paper, graph paper - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale writing software - Tracktion recording software - Music dictionary - Theory textbook - Notation/dynamics/articulation/terminology quick references - Midi software and instruments/controllers such as synthesizers and other midi interfaces 	<ul style="list-style-type: none"> - Submission of composition projects of various styles - Recording of compositions - Self-evaluation related to individualized goals - Public or classroom performance of compositions - Composition portfolio

	<ul style="list-style-type: none"> - Practice conducting in a variety of tempos and meter - Research commonly used dynamics, articulations, and Italian terminology of music descriptors - Practice writing chord symbols, tablature, and other non-conventional systems of notation 		
--	---	--	--

STANDARD: 5. Read and notate music

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
<p>a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Practice understanding of rhythmic notation through reading and dictation - Practice sight singing and ear training to better associate written music into aural perception - Practice recognizing harmonic structures including cadences and harmonic rhythm - Study the form of a score watching for repeats, codas, first/second endings, etc 	<ul style="list-style-type: none"> - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, rock, musicals, world, and folk music - Theory texts demonstrating reduced scores - Music dictionary - Recording and score examples of a variety of styles 	<ul style="list-style-type: none"> - Written analysis of a score in a test or essay - Research project of a famous stylistic score - Formal observation demonstrating/performing parts of a score

	- Listen to music while following a score		
b. sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Individualized goals for enhancing sight reading performance; recognize difficulties - Practice reading basic rhythms, treble and bass clef - Practice quickly analyzing a piece of music by recognizing tempo, meter, key, form, dynamics and articulations - Practice scales in a variety of rhythmic motives - Practice sight reading within a variety of specific guidelines 	<ul style="list-style-type: none"> - Ensemble/solo literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature 	<ul style="list-style-type: none"> - Practice journal addressing individualized sight reading goals - Public and/or classroom performance and reflection essay - Self-critique analyzing audio recording(s) regarding individualized performance goals - Teacher evaluated performance regarding performance goals. - Formal and informal observation with instructor evaluation

STANDARD: 6. Listen to, analyze, and describe music

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Active listening of a selection of musical genres from around the world - Directed class discussions with a focus on specific musical characteristics 	<ul style="list-style-type: none"> - Ensemble/solo recordings ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Music documentaries films - Concert films - Musicals - Internet streaming services 	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis essay - Research papers/project - Listening test/quiz with a written analytical response - Implementation of school

	<ul style="list-style-type: none"> - Study of a genre/style including instrumentation, rhythms, scales, form and intended audience - Research paper/critical analysis of selected music with an individualized thesis/essential question guiding the path of study - Attend a live performance - Visit an open symphony rehearsal - Attend Keene State ensemble concerts and recitals - Reflective essay after concert attendance of watching/listening to recordings/films 	<ul style="list-style-type: none"> such as YouTube and Spotify - Music dictionary - Theory texts - Published examples of musical critique and analysis 	<p>wide rubrics</p>
<p>b. demonstrate extensive knowledge of the technical vocabulary of music;</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Extensive use/demonstration of examples of music terminology and descriptors - Create a list of musical descriptors in English and commonly used Italian terms - Active listening of a selection of musical genres from around the world - Guided class discussions with 	<ul style="list-style-type: none"> - Ensemble/solo recordings ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Music documentaries films - Concert films - Musicals - Internet streaming services such as YouTube and Spotify - Music dictionary - Theory texts - Published examples of musical 	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis essay with focus on musical terminology/descriptors - Research papers/project - Listening test/quiz with a written response addressing musical vocabulary - Implementation of school wide rubrics

	<p>a focus on specific musical characteristics</p> <ul style="list-style-type: none"> - Study of a genre/style including instrumentation, rhythms, scales, form and intended audience - Research paper/critical analysis of selected music with an individualized thesis/essential question guiding the path of study - Attend a live performance - Visit an open symphony rehearsal - Attend Keene State ensemble concerts and recitals - Reflective essay after concert attendance of watching/listening to recordings/films 	critique and analysis	
<p>c. identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Practice the use of musical descriptors with the goal of specifically identifying composition techniques that create mood, feeling, and describe the movement of music - Prepared examples of 	<ul style="list-style-type: none"> - Ensemble/solo recordings ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Music documentaries films - Concert films - Musicals - Internet streaming services such as YouTube and Spotify - Music dictionary 	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis essay with focus on musical terminology/descriptors - Research papers/project - Implementation of school wide rubrics - Listening test/quiz with a written response addressing analysis of

	<p>composition techniques and descriptors including the use of harmony and counterpoint to create musical interest</p> <ul style="list-style-type: none"> - Extensive use/demonstration of examples of music terminology and descriptors - Create a list of musical descriptors in English and commonly used Italian terms - Active listening of a selection of musical genres from around the world - Guided class discussions with a focus on specific musical characteristics - Study of a genre/style including instrumentation, rhythms, scales, form and intended audience - Research paper/critical analysis of selected music with an individualized thesis/essential question guiding the path of study - Attend a live performance - Visit an open symphony rehearsal - Attend Keene State ensemble concerts and recitals - Reflective essay after concert attendance of watching/listening to 	<ul style="list-style-type: none"> - Theory texts - Published examples of musical critique and analysis 	<p>compositional techniques</p>
--	--	---	---------------------------------

	recordings/films		
d. demonstrate the ability to perceive and remember music events;	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Ear training exercises practicing “Call and Response” - Prepared examples of musical events that are of a length that could be repeated, starting short and progressively getting longer - Active listening of a selection of musical genres from around the world - Guided class discussions with a focus on specific musical characteristics - Attend a live performance - Visit an open symphony rehearsal - Attend Keene State ensemble concerts and recitals - Reflective essay after concert attendance of watching/listening to recordings/films 	<ul style="list-style-type: none"> - Ensemble/solo recordings ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Music documentaries films - Concert films - Musicals - Internet streaming services such as YouTube and Spotify -- Computer/handheld device recording software (iOS devices such as iPhone/iPod/iPad with Garageband) - Finale software - Tracktion recording software - Theta Musical Trainer online - Theory/Sight singing literature 	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis essay - Research papers/project - Listening test/quiz with a written analytical response - Ear training/dictation quiz - Implementation of school wide rubrics
e. compare ways in which musical materials are used in a given example relative to	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p>	<ul style="list-style-type: none"> - Ensemble/solo recordings ranging from the classical tradition, contemporary, 	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis essay

<p>ways in which they are used in other works of the same genre or style;</p>	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis essay with a focus on musical comparison within a style within a genre or style - Active listening of a selection of musical genres from around the world - Directed class discussions with a focus on specific musical characteristics - Study of a genre/style including instrumentation, rhythms, scales, form and intended audience - Research paper/critical analysis of selected music with an individualized thesis/essential question guiding the path of study - Attend a live performance - Visit an open symphony rehearsal - Attend Keene State ensemble concerts and recitals - Reflective essay after concert attendance of watching/listening to recordings/films 	<p>jazz/blues, pop, musicals, world, and folk music</p> <ul style="list-style-type: none"> - Music documentaries films - Concert films - Musicals - Internet streaming services such as YouTube and Spotify - Music dictionary - Theory texts - Published examples of musical critique and analysis 	<p>with a focus on musical comparison within a style</p> <ul style="list-style-type: none"> - Research papers/project - Listening test/quiz with a written analytical response - Implementation of school wide rubrics
<p>f. analyze and describe uses of the elements of music in a</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p>	<ul style="list-style-type: none"> - Ensemble/solo recordings ranging from the classical 	<ul style="list-style-type: none"> - Writing assignment including

<p>given work that make it unique, interesting, and expressive.</p>	<ul style="list-style-type: none"> - Practice the use of musical descriptors with the goal of specifically identifying composition techniques that create mood, feeling, and describe the movement of music - Prepared examples of composition techniques and descriptors including the use of harmony and counterpoint to create musical interest - Extensive use/demonstration of examples of music terminology and descriptors - Create a list of musical descriptors in English and commonly used Italian terms - Active listening of a selection of musical genres from around the world - Directed class discussions with a focus on specific musical characteristics - Study of a genre/style including instrumentation, rhythms, scales, form and intended audience - Research paper/critical analysis of selected music with an individualized thesis/essential question 	<p>tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</p> <ul style="list-style-type: none"> - Music documentaries films - Concert films - Musicals - Internet streaming services such as YouTube and Spotify - Music dictionary - Theory texts - Published examples of musical critique and analysis 	<p>reflection/analysis essay with focus on musical terminology/descriptors</p> <ul style="list-style-type: none"> - Research papers/project - Implementation of school wide rubrics - Listening test/quiz with a written response addressing analysis of compositional techniques
---	---	---	--

	guiding the path of study - Attend a live performance - Visit an open symphony rehearsal - Attend Keene State ensemble concerts and recitals - Reflective essay after concert attendance of watching/listening to recordings/films		
--	--	--	--

STANDARD: 7. Evaluate music and music performances

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
a. develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;	Grades 9-10/Grades 11-12: Performance Music I-II: - Read and discuss published critical works of selected performance piece - Listen to a variety of recordings/performances of the same piece performed by different ensembles - Prepare examples for student listening that outline a specific area for critique including similar styles, different arrangements of the same piece, different performances and/or performers interpretations of a piece - Encourage individualized student	- Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Music documentaries films - Concert films - Musicals - Internet streaming services such as YouTube and Spotify - Music dictionary - Theory texts - Published examples of musical critique and	- Writing assignment including reflection/analysis essay with a focus on examples of musical comparison - Research papers/project - Listening test/quiz with a written analytical response - Implementation of school wide rubrics

	<p>focus regarding how a professional performance can inspire a student's performance/techniques/style/etc</p> <ul style="list-style-type: none"> - Guided class discussions after listening to prepared examples - Outline important musical/performance concepts to be drawn from an exposure to a wide variety of musical genres and styles from around the world 	analysis	
<p>b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Read and discuss published critical works of selected performance piece - Listen to a variety of recordings/performances of the same piece performed by different ensembles - Prepare examples for student listening that outline a specific area for critique including similar styles, different arrangements of the same piece, different performances and/or performers interpretations of a piece - Encourage individualized student focus regarding how a professional performance can inspire a student's performance/techniques/style/etc - Guided class discussions after listening to prepared examples 	<ul style="list-style-type: none"> - Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Music documentaries films - Concert films - Musicals - Internet streaming services such as YouTube and Spotify - Music dictionary - Theory texts - Published examples of musical critique and analysis 	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis essay with a focus on examples of musical comparison - Research papers/project - Listening test/quiz with a written analytical response - Implementation of school wide rubrics

	<ul style="list-style-type: none"> - Outline important musical/performance concepts to be drawn from an exposure to a wide variety of musical genres and styles from around the world - Create criteria for evaluating and comparing similar or exemplary models 		
<p>c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Guided listening and class discussions of musical examples -Practice the use of musical descriptors with the goal of specifically identifying compositional techniques that create mood, feeling, and describe the movement of music\ - Discuss prepared examples demonstrating musical techniques that evoke feelings and emotion and generate musical interest - Write a descriptive essay that draws connections between musical aesthetics and how they are achieved 	<ul style="list-style-type: none"> - Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Music documentaries films - Concert films - Musicals - Internet streaming services such as YouTube and Spotify - Music dictionary - Theory texts - Published examples of musical critique and analysis 	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis essay with a focus on examples of musical comparison - Research papers/project - Listening test/quiz with a written analytical response - Implementation of school wide rubrics

STANDARD: 8. Understand relationships among music, the other arts, and disciplines outside the arts

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
<p>a. explain how elements, artistic processes and organizational principals, such as unity or variety, are used in similar and distinctive ways in the various arts;</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Prepared examples of musical concepts that exist outside of music - Discussion of themes/techniques/patterns that are repeated throughout the arts and sciences - Discussion of analogous, metaphorical, and concrete connections in rhythm, melody, harmony and sound relating to other arts and sciences - Collaboration with disciplines outside of music to enhance understanding of themes/connections - Attend/observe and reflect on an example of cross collaboration in the arts and other disciplines including performance, installation, presentation, demonstrations, 	<ul style="list-style-type: none"> - Period documentaries drawing comparisons in the arts - Examples of representative art forms - Literature demonstrating connections in the arts and other disciplines - Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Music documentaries films - Concert films - Musical productions - Internet streaming services such as YouTube and Spotify - Music dictionary - Theory texts - Published examples of musical critique and analysis 	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis essay with a focus on musical comparisons throughout the arts and disciplines outside the arts - Research papers/project - Formal assessment covering common themes in music, the arts, and disciplines outside the arts - Implementation of school wide rubrics

	exhibits, experiments, films, productions		
b. compare characteristics of the arts within a particular period, style, or culture;	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Prepared examples of the arts found within a specific period, style, and/or culture - Discuss the social impacts of art forms within a specific period, style, and/or culture - Discuss the historical events that may have influenced the arts - Discuss the impacts of technology in relation to the arts and sciences 	<ul style="list-style-type: none"> - Period documentaries drawing comparisons in the arts - Examples of representative art forms - Literature demonstrating connections in the arts and other disciplines - Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Music documentaries films - Concert films - Musical productions - Internet streaming services such as YouTube and Spotify - Music dictionary - Theory texts - Published examples of musical critique and analysis 	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis essay with a focus on musical comparisons throughout the arts and disciplines outside the arts - Research papers/project - Formal assessment covering common themes in music, the arts, and disciplines outside the arts - Implementation of school wide rubrics
c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Prepared examples of musical concepts that exist outside of music - Discussion of themes/techniques/patterns that 	<ul style="list-style-type: none"> - Period documentaries drawing comparisons in the arts - Examples of representative art forms - Literature demonstrating connections in the arts and other disciplines - Ensemble/solo recordings and 	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis essay with a focus on musical comparisons throughout the arts and disciplines outside the arts - Research papers/project

	<p>are repeated throughout the arts and sciences</p> <ul style="list-style-type: none"> - Analogous, metaphorical, and actual connections in rhythm, melody, harmony and the impact of sounds - Collaboration with disciplines outside of music to enhance understanding of themes/connections - Attend/observe and reflect on an example of cross collaboration in the arts and other disciplines including performance, installation, presentation, demonstrations, exhibits, experiments, films, productions 	<p>literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music</p> <ul style="list-style-type: none"> - Music documentaries films - Concert films - Musical productions - Internet streaming services such as YouTube and Spotify - Music dictionary - Theory texts - Published examples of musical critique and analysis 	<ul style="list-style-type: none"> - Formal assessment covering common themes in music, the arts, and disciplines outside the arts - Implementation of school wide rubrics
<p>d. compare how creators, performers, and others involved in the production and presentation of the various arts are similar to and different from one another.</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Prepared examples from famous/influential creators and performers for observation/discussion - Discuss the creative process - Students write a personal interpretation of the creative process and the production of an art form - Discussion of 	<ul style="list-style-type: none"> - Period documentaries drawing comparisons in the arts - Examples of representative art forms - Literature demonstrating connections in the arts and other disciplines - Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music 	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis essay with a focus on musical comparisons throughout the arts and disciplines outside the arts - Research papers/project - Formal assessment covering common themes in music, the arts, and disciplines outside the arts

	<p>themes/techniques/patterns that are repeated throughout the arts, sciences and other disciplines</p> <ul style="list-style-type: none"> - Discussion of analogous, metaphorical, and concrete connections in rhythm, melody, harmony and sound relating to other arts and other disciplines outside the arts - Discuss the correlation between disciplines regarding performance, presentation, and audience - Collaboration with disciplines outside of music to enhance understanding of themes/connections - Attend/observe and reflect on an example of cross collaboration in the arts and other disciplines including performance, installation, presentation, demonstrations, exhibits, experiments, films, productions 	<ul style="list-style-type: none"> - Music documentaries films - Concert films - Musical productions - Internet streaming services such as YouTube and Spotify - Music dictionary - Theory texts - Published examples of musical critique and analysis 	<ul style="list-style-type: none"> - Implementation of school wide rubrics
--	---	---	---

STANDARD: 9. Understand music in relation to history and culture

Knowledge & Skills	Suggested Activities	Resources & Materials	Assessment
<p>a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications;</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Guided listening of prepared examples that cover a wide variety of historical periods and unfamiliar cultures - Chart artistic periods throughout history - Discuss connections in style and genre including similar rhythms, scales, harmony, tempo, meter, feel, orchestration, instrumentation, performance medium, etc - Discuss connections of geographic and historical relevance 	<ul style="list-style-type: none"> - Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Music documentaries films - Concert films - Musical productions - Internet streaming services such as YouTube and Spotify - Music dictionary - Theory texts - Published examples of musical critique and analysis - Historical music publications 	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis - Research papers/project - Formal assessment identifying specific styles, genres, and artists - Implementation of school wide rubrics
<p>b. identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them;</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Discuss American Music genres including Americana, folk, blues/spirituals, jazz, rock and contemporary styles - Study specifically the period of musical history in regards to the history of jazz. - Prepare examples of famous American 	<ul style="list-style-type: none"> - Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Music documentaries films - Concert films - Musical productions - Internet streaming services such as YouTube and Spotify 	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis - Research papers/project - Formal assessment identifying specific styles, genres, and artists - Implementation of school wide rubrics

	<p>composers/performers of the 20th century to present</p> <ul style="list-style-type: none"> - Discuss the historical events that influenced the origins of American music 	<ul style="list-style-type: none"> - Music dictionary - Theory texts - Published examples of musical critique and analysis - Historical music publications 	
<p>c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> -Individualized projects/presentations that identify notable performers/composers/artists that greatly influenced music/arts and may have had a social/historical impact -Prepared examples of performers/composers/artists that greatly influenced music/arts and may have had a social/historical impact 	<p>Worksheets, videos, recordings and compositions</p>	<p>Formal observation, written assignments</p>
<p>d. identify and explain the stylistic features of a given music work that serve to define its aesthetic tradition and its historical or cultural context</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Guided listening of prepared examples that cover a wide variety of historical periods and unfamiliar cultures - Chart artistic periods throughout history - Discuss connections in style and genre including similar 	<ul style="list-style-type: none"> - Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Music documentaries films - Concert films - Musical productions - Internet streaming services such as YouTube and Spotify 	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis - Research papers/project - Formal assessment identifying specific styles, genres, and artists - Implementation of school wide rubrics

	<p>rhythms, scales, harmony, tempo, meter, feel, orchestration, instrumentation, performance medium, etc</p> <ul style="list-style-type: none"> - Discuss connections of geographic and historical relevance 	<ul style="list-style-type: none"> - Music dictionary - Theory texts - Published examples of musical critique and analysis - Historical music publications 	
<p>e. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences</p>	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Guided listening of prepared examples that cover a wide variety of historical periods and unfamiliar cultures - Chart artistic periods throughout history - Discuss connections in style and genre including similar rhythms, scales, harmony, tempo, meter, feel, orchestration, instrumentation, performance medium, etc - Discuss connections of geographic and historical relevance 	<ul style="list-style-type: none"> - Ensemble/solo recordings and literature ranging from the classical tradition, contemporary, jazz/blues, pop, musicals, world, and folk music - Music documentaries films - Concert films - Musical productions - Internet streaming services such as YouTube and Spotify - Music dictionary - Theory texts - Published examples of musical critique and analysis - Historical music publications 	<ul style="list-style-type: none"> - Writing assignment including reflection/analysis - Research papers/project - Formal assessment identifying specific styles, genres, and artists - Implementation of school wide rubrics

STANDARD: 10. Identify the range of careers in the field of music

Knowledge & Skills	Suggested Activities	Suggested Resources & Materials	Assessment
a. recognize that some people are hired to sing or play varied styles of music in various media;	Grades 9-10/Grades 11-12: Performance Music I-II: - Explore/discuss the roles of a working musician - Visiting artist/master class - Individual projects/presentation on working artists - Explore/discuss the significance of management and representation	- Popular music magazines/websites such as Rolling Stone or other professional music journals - Music documentaries - Entertainment news - Music publications	- Formal and informal observation - Written assignments - Research projects/presentation - Implementation of school wide rubrics
b. identify professions in which people compose and/or arrange music in diverse styles for various media;	Grades 9-10/Grades 11-12: Performance Music I-II: -Explore/discuss the possibilities of working as a composer/arranger - Design a project for a specific style and media function	- Popular music magazines/websites such as Rolling Stone or other professional music journals - Music documentaries - Entertainment news - Music publications	- Formal and informal observation - Written assignments - Research projects/presentation - Implementation of school wide rubrics
c. recognize that careers and work opportunities exist in the fields of music evaluation	Grades 9-10/Grades 11-12: Performance Music I-II: - Explore/discuss the possibilities of careers in the field of music evaluation - Read and report on published critiques and/or analysis - Explore various web based	- Popular music magazines/websites such as Rolling Stone or other professional music journals - Music documentaries - Entertainment news - Music publications	- Formal and informal observation - Written assignments - Research projects/presentation - Implementation of school wide rubrics

	resources in the field of music and music evaluation		
d. recognize that professions exist in the study of music history, such as ethnomusicology	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Explore/discuss the possibilities of a career as a music scholar - Read journals, reports, essays, publications and/or attend a lecture of a music scholar 	<ul style="list-style-type: none"> - Popular music magazines/websites such as Rolling Stone or other professional music journals - Music documentaries - Entertainment news - Music publications 	<ul style="list-style-type: none"> - Formal and informal observation - Written assignments - Research projects/presentation - Implementation of school wide rubrics
e. research and identify careers in the music field utilizing resources such as individual professionals and reference materials including the internet, as well as local, state, national, and professional organizations	<p>Grades 9-10/Grades 11-12: Performance Music I-II:</p> <ul style="list-style-type: none"> - Explore/discuss careers in the music field utilizing resources such as individual professionals and reference materials including the internet, as well as local, state, national, and professional organizations - Visiting artist/master class - Individual projects/presentation on a career in music - Attend music conferences/festivals/events and talk with people in production, promotion/advertising, event planning, pro-audio, stage management, etc 	<ul style="list-style-type: none"> - Popular music magazines/websites such as Rolling Stone or other professional music journals - Music documentaries - Entertainment news - Music publications 	<ul style="list-style-type: none"> - Formal and informal observation - Written assignments - Research projects/presentation - Implementation of school wide rubrics

