

SAN MATEO UNION HIGH SCHOOL DISTRICT

CONTENT STANDARDS FOR MUSIC

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students recognize, notate, identify and analyze essential elements of music using appropriate skills and terminology.

Proficient

Listening to, Analyzing and Describing Music

- 1.1 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.
- 1.2 Demonstrate knowledge of the technical vocabulary of music.
- 1.3 Identify and explain compositional devices and techniques used to provide unity and variety, and tension and release in a musical work. Give examples of other works that make similar uses of these devices and techniques.

Reading and Notating Music

- 1.4 Demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.
- 1.5 Sightread accurately and expressively music with a level of difficulty of 3, on a scale of 1 to 6, while participating in a choral or instrumental ensemble or class.

Advanced

Listening to, Analyzing and Describing Music

- 1.1 Compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style.
- 1.2 Analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive.

CREATIVE EXPRESSION

2.0 Creating, Performing and Participating in Music

Students synthesize and apply learned skills and knowledge in performing a varied repertoire of music. They compose, arrange and improvise music using state-of-the-art technology when appropriate.

Synthesize and Apply Learned Skills and Knowledge

- 2.1 Perform a repertoire of literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation.
- 2.2 Perform as a soloist and as an ensemble member. Compose and contrast the musical approaches of each type of performer.

Compose, Arrange, and Improvise

- 2.3 Compose and arrange music for various combinations of voices and/or instruments
- 2.4 Create melodic and rhythmic improvisations in various styles of genres.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Historical and Cultural Dimensions of Music

Students demonstrate knowledge and understand music from a variety of cultures and historical contexts. They analyze the role of music in past and present cultures throughout the world.

Historical Dimension of Music

- 3.1 Analyze the roles of musicians and composers in various time periods.
- 3.2 Analyze the roles of a variety of music forms in various cultures within various time periods.

Cultural Dimension of Music

- 3.3 Perform music from a variety of cultures and historical periods.
- 3.4 Analyze the roles of various instruments within the various cultures.

Stylistic Dimension of Music

- 3.5 Analyze the stylistic features of a piece of music in its historical or cultural context.
- 3.6 Analyze music genres/styles that show influence/synthesis of different cultural traditions.

AESTHETIC VALUING

4.0 Responding to, Analyzing and Assessing Works of Music

Students critically assess, respond to, and find meaning in the aesthetic dimensions of a musical work using language unique to music.

Critically Assess a Musical Work

- 4.1 Analyze a composer's use of musical elements and how they evoke emotional responses.
- 4.2 Identify and analyze the emotional responses elicited from a musical work.

Find Meaning in a Musical Work

- 4.3 Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

CONNECTIONS, RELATIONS, APPLICATIONS

5.0 Connecting and Applying What is Learned in Music to Other Disciplines, to Other Art Forms and to Careers

Students apply what they learn in music across the curricula through written and oral expression. They learn about careers in and related to music.

Proficient

- 5.1 Demonstrate knowledge of musical connection with other subject areas such as English, history, math, and/or physics.
- 5.2 Analyze the role and function of music in theatre, opera, dance, and/or film.

- 5.3 Describe how a musician can have a career in radio, television, computer/internet, and/or advertising.

Advanced

- 5.4 Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts.
- 5.5 Analyze the process for composing and arranging music for film and/or video productions.

PERFORMANCE NORMS, ETHICS AND ETIQUETTE

6.0 Exhibiting Appropriate Classroom, Performance and Rehearsal Etiquette

Students develop and apply habits and behaviors appropriate in individual and group settings. They develop competencies and creative skills in problem solving, communications, and management of time and resources that contribute to lifelong learning.

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- 6.1 Exhibit prompt attendance.
- 6.2 Be properly equipped and musically prepared.
- 6.3 Be quietly attentive and ask perceptive questions.
- 6.4 Put forth 100% effort all the time.
- 6.5 Prioritize calendar with rehearsals and performance dates.