







SMMUSD VAPA CURRICULUM for NINTH- TWELTH GRADE ADVANCED				
MUSIC 	CONTENT GOAL	ACTIVITIES/ SKILLS	MATERIALS/ RESOURCES	ASSESSMENTS
STANDARD 1: ARTISTIC PERCEPTION: Processing, analyzing, and responding to sensory information through the language and skills unique to music				
ARTISTIC PERCEPTION	<u>Read and Notate Music</u>			
	1.1 Students will read a score and explain how the elements of music are used	Copies of scores distributed to students to study, decipher and engage in question and answer	Quality, level appropriate band, orchestra, and choral literature	Videotaped performance tests
		Regular sight-reading of new literature	Music staff paper	Multiple choice tests
	1.2 Students will transcribe simple songs into melodic/rhythmic notation when presented aurally (level of difficulty: 2 ; scale: 1-6)	Participate in daily rehearsals using level-appropriate literature	Composition software	Melodic and Rhythmic dictation tests in class
		Perform in concerts/festivals/ performances	Music scores for analyzation	Take home written assignments
		Rhythmic and melodic dictation	Music Theory software	Video and audio recorded rehearsals and performances
	1.3 Students will sight-read music accurately and expressively (level of difficulty: 4; scale: 1-6)		Keyboards	Adjudicated festivals
			Melodia, Cole-Lewis	School, district, and community concerts/performances
			Sight-Singing, R. Ottman	In class discussions
			Introductory Musicianship, Lynn	Play/performance Assessments

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	<p><i>Listen, Analyze and Describe</i></p> <p>1.4 Students will analyze and describe significant musical events perceived and remembered in a given aural example</p> <p>1.5 Students will analyze and describe the use of musical elements in a given work that makes it unique, interesting and expressive</p> <p>1.6 Students will compare and contrast the use of form, both past and present, in a varied repertoire of music representing diverse genres, styles and cultures</p>	<p>Students will analyze their music to describe the form during the class session</p> <p>Students will write an essay accompanying/ contrasting various repertoire</p> <p>Students play music with contrary expressive devices to demonstrate why the composer chose the original markings</p> <p>Students will write their own melodies exemplifying different form structures</p>	<p>Recordings</p> <p>Performance videos</p> <p>Funding for Clinicians, Master Teachers, Guest Speakers, Musicians</p>	<p>End-of-yar portfolios</p>

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STANDARD 2: CREATIVE EXPRESSION: Creating, performing, and participating in music				
	<p><i>Apply Vocal/Instrumental Skills</i></p> <p>2.1 Students will perform a repertoire of musical literature that represents various genres, cultures and styles, while demonstrating expression, technical accuracy, tone quality, vowel shape and articulation. Read or memorize by oneself and in ensembles (difficulty level: 5 (1-6))</p> <p>2.2 Students will perform music written in four parts with or without accompaniment</p> <p>2.3 Students will perform in small ensembles, with a performer on each part (level of difficulty: 5 on a scale from 1-6)</p>	<p>Copies of scores distributed to students to study and decipher and engage in question and answer</p> <p>Regular sight-reading of new literature</p> <p>Participate in daily rehearsals using level-appropriate literature</p> <p>Perform in concerts/festivals/performances</p> <p>Rhythmic and melodic dictation</p> <p>Students play level appropriate music with contrary expressive devices to demonstrate why the composer chose the original markings</p>	<p>Quality, level appropriate band, orchestra, and choral literature</p> <p>Music staff paper</p> <p>Composition software</p> <p>Rubrics to evaluate</p> <p>Level appropriate small ensemble literature</p>	<p>Videotaped performance tests</p> <p>Multiple choice tests</p> <p>Melodic and Rhythmic dictation tests in class</p> <p>Take home written assignments</p> <p>Video and audio recorded rehearsals and performances</p> <p>Adjudicated festivals</p> <p>School, district, and community concerts/performances</p> <p>Student self assessment</p> <p>Peer Assessment</p>


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CREATIVE EXPRESSION	<p>2.4 Students will perform in small ensembles, with a performer on each part (level of difficulty: 5 on a scale from 1-6)</p> <p>2.5 Students will perform a repertoire of literature that represents various genres, cultures and styles, while demonstrating expression, technical accuracy, tone quality and articulation by oneself and in an ensemble Written and memorized (difficulty level: 5 (1-6)</p> <p>2.6 Students will perform in small ensembles, with one performer on each part (difficulty level: 5 on a scale from 1-6)</p> <p><u>Compose, Arrange and Improvise</u></p> <p>2.7 Students will be able to compose music in distinct styles</p>	<p>Students will perform in small groups (quartets, trios, etc)</p> <p>Students will perform a solo for the class and audition for various musical opportunities such as All-State, All- Southern, Scholarships, etc...</p>	<p>Level appropriate small ensemble literature</p> <p>Level appropriate solo literature</p>	<p>Student self assessment</p> <p>Peer Assessment</p> <p>Adjudicated audition (All State/Kiwanis)</p>
	<p>Students will compose 12-16 measure melodies using manuscript or software program and they must include musical elements such as dynamic, articulation and phrasing markings</p> <p>Students will create their own harmonies to simple melodies and perform them</p> <p>Students will need to arrange their short composed melodies for a small number of voices/instruments</p>			


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CREATIVE EXPRESSION	<p>2.8 Students will be able to compose and arrange music for various combinations of voice and digital/electronic instruments using appropriate ranges and traditional and nontraditional sources of sound</p>	<p>Students will be asked to find a 16 measure phrase from a piece they have learned in class and rearrange it for a different instrumentation</p>	<p>Access to compositional software (ie Sibelius/Finale)</p>	<p>Group projects</p>
	<p>2.9 Students will be able to create melodic and rhythmic improvisations in a style or genre within a musical culture</p>	<p>Students will improvise a harmonized part to a musical phrase learned in class using an appropriate style</p> <p>Students will improvise an original melody over a chord progression already taught in class</p> <p>Guest Speakers/improvisers / composers discuss and demonstrate their art form</p> <p>Play recordings of well known artists and analyze/discuss with the class</p> <p>Play recordings of other high school groups</p> <p>Students will improvise their own melodies to be evaluated by their peers using specific criteria</p>	<p>Rubrics to evaluate</p> <p>Scores for students to analyze</p> <p>Recordings of accomplished improvisers from diverse sources</p> <p>Guest speakers/performers</p> <p>Written examples of transcribed improvised solos</p> <p>Recordings of outstanding performers including well known “improvisers” on varied instruments/voice</p>	<p>Arrangement assignment</p> <p>Playing/performance assessment</p> <p>Festival adjudication</p> <p>In class participation</p>


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STANDARD 3: HISTORICAL AND CULTURAL CONTEXT: Understanding the historical contributions and cultural dimensions of music

HISTORICAL AND CULTURAL CONTEXT	<p><i>Role of Music</i></p> <p>3.1 Students will analyze how the roles of musicians and composers have changed or remained the same throughout history</p> <p>3.2 Students will identify uses of music elements in non conventional art music (eg ; atonal, twelve tone, serial)</p> <p>3.3 Students will compare and contrast the social function of a variety of music forms in various cultures and time periods</p>	<p>Perform and discuss level appropriate music literature from other cultures and introduce well-known musicians/composers associated with them</p> <p>Perform analyze and discuss level appropriate music literature featuring different genres from the US</p> <p>Play recordings of different types of folk music from the US and other countries and have students identify and discuss</p> <p>Play level appropriate musical examples of different types of music from different historical periods and have students classify analyze and discuss</p> <p>Students will analyze two pieces of music from two different traditional folk genres from the US and discuss/report to the class the similarities as well as the differences shared</p> <p>Guest speakers/musicians/ conductors/ composers showcase and discuss a non traditional cultural or historical form of music</p> <p>Play examples of music from various cultures that perform social functions such as patriotic, celebrating, and mournful outlets and discuss with the class</p>	<p>Musical recorded examples from various cultures and historical periods</p> <p>CD player and sound system</p> <p>Level Appropriate literature from various cultures and time periods</p> <p>Guest speakers</p> <p>Rubrics to evaluate</p> <p>DVD's/ videos of music of other cultures and the U.S.</p>	<p>Multiple choice exams</p> <p>Essay exams</p> <p>Written reports on a given culture/musician/composer</p> <p>Festival Adjudication</p> <p>Group Projects</p> <p>Playing/ performance tests</p>
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STANDARD 3: HISTORICAL AND CULTURAL CONTEXT: Understanding the historical contributions and cultural dimensions of music				
HISTORICAL AND CULTURAL CONTEXT	<p>Diversity of Music</p> <p>3.4 Students will perform music from a variety of cultures and time periods</p> <p>3.5 Students will compare and contrast instruments from a variety of cultures and historical periods</p> <p>3.6 Students will compare and contrast musical styles within various popular genres in North and South America</p> <p>3.7 Students will analyze the stylistic features of a given work that define its aesthetic traditions and its historical or cultural context</p> <p>3.8 Students will compare and contrast musical genres or styles that show the influence of two or more cultural traditions</p>	<p>Participate in daily rehearsals using level appropriate literature reflecting numerous cultures and time periods</p> <p>Perform diverse cultural music selections instruments from the cultures in concerts/festivals performances</p> <p>Class discussions are held, recordings are played, music is performed regarding musical styles from North and South America. Students will compare and contrast</p> <p>Students are assigned a project to choose a given work from a different culture and report to the class about the historical and cultural differences</p> <p>Students will attend one concert during the school year outside of their school featuring music from another culture and write a one page report about their observations</p> <p>Guest speakers/musicians from various cultures perform and present music from North and South America/ and or other culture from around the world</p> <p>Attend concerts together as a class</p>	<p>Level appropriate literature from another culture</p> <p>Recordings of music from North and South America</p> <p>Access to internet to research musical selections (i.e. choralnet.org)</p> <p>Rubrics to evaluate</p> <p>Groves Dictionary of Music</p> <p>Other textbooks to be listed at the next Music Teacher meeting!</p>	<p>In class discussions</p> <p>Written reports on a different culture and it's music from a concert</p> <p>Group projects analyzing a given work from a different culture</p> <p>Festival adjudication</p> <p>Playing/performance assessments</p>

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STANDARD 4: AESTHETIC VALUING: Responding to, analyzing, and making judgments about works of music				
AESTHETIC VALUING	<p><u>Analyze and Critically Assess</u></p> <p>4.1 Students will compare and contrast how a composer's intentions result in a work of music and how that music is used</p> <p>Derive Meaning</p> <p>4.2 Students will analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture</p> <p>4.3 Students will compare and contrast the musical means used to create images or evoke feelings and emotions in musical works from various cultures</p>	<p>Students will evaluate a concert based on specific criteria</p> <p>Students will create their own compositions to be evaluated by their peers using specific criteria. Compositions will be recorded.</p> <p>Students will give examples of music works and their effect on a given culture through discussion</p> <p>Students will demonstrate a mechanism to evoke emotion through music (modulation, phrasing)</p> <p>Guest speakers/ musicians perform and present to the class about their cultures music</p> <p>Students will attend live performances with their class</p>	<p>Recorded musical examples with emotional excerpts</p> <p>Level appropriate literature from another culture</p> <p>Rubrics to evaluate</p> <p>Guest Speakers</p> <p>Access to the Internet and/ or CD burning software</p> <p>Funding/ transportation to attend live performances</p> <p>Recording of Software</p>	<p>In class discussions</p> <p>Class handouts of compositions to be evaluated</p> <p>Multiple choice exams</p> <p>Essay exams</p> <p>Written reports on a given culture/musician/composer</p> <p>Review of concert</p>

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STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connecting and applying what is learned in music to learning in other art forms and subject areas and to careers				
CONNECTIONS, RELATIONSHIPS, APPLICATIONS	<p>Connections and Applications</p> <p>5.1 Students will explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated</p> <p>5.2 Students will analyze the process for arranging, underscoring and composing music for film and video productions</p> <p>Careers and career-related skills</p> <p>5.3 Students will identify and explain the various factors involved in pursuing careers in music</p>	<p>Participate in daily rehearsals using level-appropriate literature that feature music from movies and television</p> <p>Perform in concerts/festivals/performances</p> <p>Class discussions are held concerning the role of music in the media ie. movies, television and advertising</p> <p>Students are asked to find 5 different musical careers in radio, television and advertising and report to the class</p> <p>Guest speakers from the entertainment world that can share the many careers associated with music/movies/television</p> <p>Students are assigned a small arranging project using Sibelius/ Finale</p> <p>Students groups can be formed to share the work</p>	<p>Examples of musical processes used in the media such as movie and television clips</p> <p>Guest speakers from the entertainment world that can share the many careers associated with music/movies/television</p> <p>Rubrics to evaluate</p> <p>Level appropriate literature from movies, television or advertising</p>	<p>Multiple choice exams</p> <p>Essay exams</p> <p>Written reports on a given musician/composer in a movie or entertainment venue</p> <p>Oral presentations to the class</p> <p>Arrangement projects performed/ analyzed by the class</p> <p>Playing/performance tests</p>