High School Standards

1. Students will sing, alone and with others, a varied repertoire of music.
   1. Sing with expression and technical accuracy a large and varied repertoire of vocal literature, which requires well developed technical skills, attention to phrasing and interpretation, and ability to perform various meter and rhythms in a variety of keys, including some songs performed from memory.
   2. Sign music written in four parts, with and without accompaniment.
   3. Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
   4. Sing with expression and technical accuracy a large and varied repertoire of vocal literature, which includes advanced technical and interpretive skills.
   5. Sing music written in more than four parts.
   6. Sing in small ensemble with one student on a part.
2. Students will perform on instruments, alone and with others, a varied repertoire of music.
   1. Perform with expression and technical accuracy a large and varied repertoire of instrumental literature.
   2. Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
   3. Perform in small ensembles with one student on a part.
3. Students will sing, alone and with others, a varied repertoire of music.
   1. Sing with expression and technical accuracy a large and varied repertoire of vocal literature, which requires well developed technical skills, attention to phrasing and interpretation, and ability to perform various meter and rhythms in a variety of keys, including some songs performed from memory.
   2. Sign music written in four parts, with and without accompaniment.
   3. Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
   4. Sing with expression and technical accuracy a large and varied repertoire of vocal literature, which includes advanced technical and interpretive skills.
   5. Sing music written in more than four parts.
   6. Sing in small ensemble with one student on a part.
4. Students will improvise melodies, variations, and accompaniments.
   1. Improvise stylistically appropriate harmonizing parts
   2. Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
   3. Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality.
5. Students will compose and arrange music within specified guidelines.
   1. Compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.
   2. Arrange pieces for voices or instruments other than those for which the pieces were written.
   3. Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.
6. Students will read and notate music.
   1. Demonstrate the ability to read an instrumental or vocal score of up to four staves.
   2. Sight-read music which contains moderate technical demands, expanded ranges, and varied interpretive requirements.
   3. Interpret non-standard notation symbols used by some 20th century composers.
7. Students will listen to, analyze, and describe music.
   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.
   2. Demonstrate understanding of the technical vocabulary of music.
8. Students will evaluate music and music performances.
   1. Develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.
   2. Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
9. Students will understand relationships between music, the other arts, and disciplines outside the arts.
   1. Explain and cite examples of how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
   2. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
   3. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.
10. Students will understand music in relation to history and culture.
    1. Classify by genre or style and by historical period or culture, or ethnic group, aural examples of music and explain the reasoning behind their classification.
    2. Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.
    3. Identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.