Music, Music Studies (IMRA 26)

Subject: Fine Arts
Grade: 09
Expectations: 29
Breakouts: 87

(a) Introduction.

   1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.

   2. Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to read, write, create, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

   3. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

   (1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:

   (A) experience and explore exemplary musical examples using technology and available live performances

   (i) experience exemplary musical examples using technology

   (ii) experience exemplary musical examples using available live performances

   (iii) explore exemplary musical examples using technology

   (iv) explore exemplary musical examples using available live performances

   (B) identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees

   (i) identify melodic parts when listening to music using a melodic reading system

   (ii) identify melodic parts when performing music using a melodic reading system

      (iii)   identify harmonic parts when listening to music using a melodic reading system

      (iv)   identify harmonic parts when performing music using a melodic reading system

      (v)   describe melodic parts when listening to music using a melodic reading system

      (vi)   describe melodic parts when performing music using a melodic reading system

      (vii)   describe harmonic parts when listening to music using a melodic reading system

      (viii)   describe harmonic parts when performing music using a melodic reading system

(C)   define concepts of music notation, intervals, and chord structure using appropriate terminology

      (i)   define concepts of music notation using appropriate terminology

      (ii)   define concepts of music intervals using appropriate terminology

      (iii)   define concepts of music chord structure using appropriate terminology

(D)   define concepts of rhythm and meter using appropriate terminology and counting system

      (i)   define concepts of rhythm using appropriate terminology

      (ii)   define concepts of rhythm using appropriate counting system

      (iii)   define concepts of meter using appropriate terminology

      (iv)   define concepts of meter using appropriate counting system

(E)   explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance

      (i)   explore elements of music through literature selected for performance

(F)   apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices

      (i)   apply health and wellness concepts related to music practice

(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:

(A)   read notation systems or manipulate sounds as appropriate to the course of study

      (i)   read notation systems or manipulate sounds as appropriate to the course of study

(B)   read and notate or record and produce music that incorporates rhythmic patterns in simple, compound, and asymmetric meters as appropriate

      (i)   read and notate or record and produce music that incorporates rhythmic patterns in simple meters as appropriate

      (ii)   read and notate or record and produce music that incorporates rhythmic patterns in compound meters as appropriate

      (iii)   read and notate or record and produce music that incorporates rhythmic patterns in asymmetric meters as appropriate

(C) interpret music symbols and expressive terms referring to concepts such as dynamics, tempo, and articulation as appropriate

    (i) interpret music symbols referring to concepts as appropriate

    (ii) interpret expressive terms referring to concepts as appropriate

(D) demonstrate cognitive skills, including observance of key signature and modalities, while studying or producing music at an appropriate level of difficulty

    (i) demonstrate cognitive skills, including observance of key signature, while studying or producing music at an appropriate level of difficulty

    (ii) demonstrate cognitive skills, including observance of key modalities, while studying or producing music at an appropriate level of difficulty

(E) demonstrate music-making skills such as appropriate use of technology in recording, notating, editing, manipulating, arranging, Standard Motion Picture Time Encryption (SMPT), and emergent technologies

    (i) demonstrate music-making skills

(3) Creative expression. The student, individually and in groups, makes music of an appropriate level of difficulty in a variety of genres from notation, recording, or by memory as appropriate. The student is expected to:

(A) demonstrate, create, or apply characteristic sounds appropriate for the genre

    (i) demonstrate, create, or apply characteristic sounds appropriate for the genre

(B) create, examine, or perform a repertoire of music representing a variety of styles, including those from diverse cultures

    (i) create, examine, or perform a repertoire of music representing a variety of styles, including those from diverse cultures

(C) demonstrate understanding of correct articulation and rhythmic accuracy

    (i) demonstrate understanding of correct articulation

    (ii) demonstrate understanding of rhythmic accuracy

(D) demonstrate understanding of correct dynamics and phrasing

    (i) demonstrate understanding of correct dynamics

    (ii) demonstrate understanding of correct phrasing

(E) demonstrate understanding of correct intonation

    (i) demonstrate understanding of correct intonation

(F) exhibit and explain appropriate performance techniques for formal and informal concerts or recording sessions

    (i) exhibit appropriate performance techniques for formal concerts or recording sessions

    (ii) exhibit appropriate performance techniques for informal concerts or recording sessions

    (iii) explain appropriate performance techniques for formal concerts or recording sessions

    (iv) explain appropriate performance techniques for informal concerts or recording sessions

(4) Creative expression. The student creates original music within specified guidelines. The student is expected to:

    (A) create original musical phrases

        (i) create original musical phrases

    (B) notate or record original musical phrases

        (i) notate or record original musical phrases

(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:

    (A) compare and contrast music by genre, style, culture, and historical period

        (i) compare and contrast music by genre

        (ii) compare and contrast music by style

        (iii) compare and contrast music by culture

        (iv) compare and contrast music by historical period

    (B) identify music-related vocations and avocations

        (i) identify music-related vocations and avocations

    (C) identify and describe the uses of music in societies and cultures

        (i) identify the uses of music in societies

        (ii) identify the uses of music in cultures

        (iii) describe the uses of music in societies

        (iv) describe the uses of music in cultures

    (D) identify and explore the relationship between music and other academic disciplines

        (i) identify the relationship between music and other academic disciplines

        (ii) explore the relationship between music and other academic disciplines

    (E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances

        (i) identify the impact of technologies on music

        (ii) identify the impact of technologies on musicians

        (iii) identify the impact of technologies on performances

        (iv) identify the impact of ethical issues on music

        (v) identify the impact of ethical issues on musicians

        (vi) identify the impact of ethical issues on performances

        (vii) identify the impact of economic factors on music

        (viii) identify the impact of economic factors on musicians

        (ix) identify the impact of economic factors on performances

        (x)   explore the impact of technologies on music

        (xi)   explore the impact of technologies on musicians

        (xii)   explore the impact of technologies on performances

        (xiii)   explore the impact of ethical issues on music

        (xiv)   explore the impact of ethical issues on musicians

        (xv)   explore the impact of ethical issues on performances

        (xvi)   explore the impact of economic factors on music

        (xvii)   explore the impact of economic factors on musicians

        (xviii)   explore the impact of economic factors on performances

(F) identify and explore tools for college and career preparation such as social media applications, repertoire lists, and audition and interview techniques

        (i)   identify tools for college preparation

        (ii)   identify tools for career preparation

        (iii)   explore tools for college preparation

        (iv)   explore tools for career preparation

(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:

(A) practice informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings

        (i)   practice informed concert etiquette as a performer during live performances in a variety of settings

        (ii)   practice informed concert etiquette as a performer during recorded performances in a variety of settings

        (iii)   practice informed concert etiquette as an audience member during live performances in a variety of settings

        (iv)   practice informed concert etiquette as an audience member during recorded performances in a variety of settings

(B) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances

        (i)   design criteria for making informed judgments regarding the quality of musical performances

        (ii)   design criteria for making informed judgments regarding the effectiveness of musical performances

        (iii)   apply criteria for making informed judgments regarding the quality of musical performances

        (iv)   apply criteria for making informed judgments regarding the effectiveness of musical performances

(C) develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings

        (i)   develop processes for self-evaluation

       (ii)   select tools for personal artistic improvement

(D) evaluate musical performances by comparing them to exemplary models

       (i)   evaluate musical performances by comparing them to exemplary models