

# ART CONTENT STANDARDS FOR MUSIC

## Grades 9-12

<b>Strand: Music</b>
<b>Standard 1:</b> Learn and develop the essential skills and meet technical demands unique to dance, music, theatre/drama and visual arts.
<b>9-12 Benchmark 1A:</b> Sing and play instruments with appropriate techniques while performing a varied repertoire of music.
<b>Performance Standards</b>
<ol style="list-style-type: none"><li>1. Sing, alone and with others (with and without accompaniment) with correct pitch, rhythm, timbre, diction, posture, range, voice quality, style, techniques and breath control.</li><li>2. Demonstrate advanced instrumental playing techniques (e.g., breath control, bow control, stick control, embouchure, articulation, vibrato, correct fingerings and extended range, posture, hand position and characteristic tone quality.)</li><li>3. Perform using musical literature appropriate to grade and ability level in both small and large ensembles, with a focus on blend, good intonation, balance, precision and expressiveness (e.g., dynamics, phrasing, style and interpretation).</li><li>4. Demonstrate the ability to prepare (using good practice skills) and perform music independent of the teacher/instructor.</li><li>5. Demonstrate sight-reading skills, using musical literature appropriate to ability level.</li></ol>
<b>9-12 Benchmark 1B:</b> Identify timbre (tone quality) of extended families of instruments, advanced ranges of instruments and specific voice classifications.
<b>Performance Standards</b>
<ol style="list-style-type: none"><li>1. Study and perform literature of various genres and styles that utilize advanced techniques, emulating performances of well-known and appropriate soloists and ensembles.</li></ol>
<b>9-12 Benchmark 1C:</b> Acquire beat and rhythmic competency skills.
<b>Performance Standards</b>
<ol style="list-style-type: none"><li>1. Identify simple, compound and asymmetric meters (aurally, visually in notation and through conducting patterns).</li><li>2. Read and perform rhythms in simple meter (2/4, 3/4, 4/4), compound meter (3/8, 6/8, 9/8) and asymmetric meter (5/4, 5/8, 7/8) in solo/ensemble situations.</li></ol>
<b>9-12 Benchmark 1D:</b> Identify basic musical notation and symbols.
<b>Performance Standards</b>
<ol style="list-style-type: none"><li>1. Read, identify and perform using musical notation and symbols from appropriate grade-level literature (instrumental/choral.)</li><li>2. Use the conventions of musical notation (e.g., key signature, time signature, clefs, repeat signs) and non-traditional symbols (e.g., aleatoric symbols, tablature, chord symbols, shaped notes).</li></ol>

**Standard 2:** Use dance, music, theatre/drama and visual arts to express ideas.

**9-12 Benchmark 2A:** K-5 benchmark 2: Understand how music expresses ideas.

1. Recognize and discuss how programmatic and absolute music can express an abstract concept or describe specific events, art work, places, etc.
2. Discuss how movie scores and other background music complement and intensify the action, emotion or mood in a dramatic performance.
3. Discuss how preferences in music are developed among different subgroups (e.g., classes, strata and generations) in our society, showing respect and appreciation for the preferences of others.

**Standard 3:** Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as other content areas.

**9-12 Benchmark 3A:** Identify terms common to the various art forms.

1. Describe the interrelationship of all the art disciplines in terms of commonalities in the creative processes, historical and cultural influences and common elements (e.g., rhythm, balance, form, style, tempo).

**9-12 Benchmark 3B:** Describe the interrelationship of all the art disciplines in terms of commonalities in the creative processes, historical and cultural influences and common elements (e.g., rhythm, balance, form, style, tempo).

1. Discuss and demonstrate relationships of music to other disciplines (e.g., reading - the ongoing, horizontal flow of words akin to the movement of music; social studies - how music of a culture helps to define and understand that culture; mathematics - the rhythm of music is expressed numerically; science - the movement of sound as a physical phenomenon).

**9-12 Benchmark 3C:** Identify how music can support and enhance other disciplines.

1. Develop an essential question that can be addressed through a musical composition and other art forms (e.g., "Why does racism occur?" "Why does war exist?").
2. Compose or improvise a short piece of music to represent or describe an idea or concept from another content area.

**Standard 4:** Demonstrate an understanding of the dynamics of the creative process.

**9-12 Benchmark 4A:** Describe why music is created and how it is used.

1. Discuss different motivating factors which have inspired the creation of music, including: historical figures, nature, events, literature, drama, etc.
2. Explore the training, skills and education necessary for various careers in music.
3. Communicate an understanding of the role of music as an avocation (e.g., consumer of music, concertgoer, listening to or performing music for personal pleasure.)

**9-12 Benchmark 4B:** Explain how music is created.

1. Discuss influences on the creation of music from historical and cultural perspectives (e.g., aboriginal tribes - rituals, religions, social issues, availability of natural materials and technology/tools, etc.).
2. Demonstrate an understanding of principles of repetition, contrast and unity as compositional elements (e.g., score analysis, study of form, personal composition).
3. Identify non-traditional sources (e.g., computer-generated, manipulated, "found sound").

**Standard 5:** Observe, discuss, analyze and make critical judgments about artistic works.

**9-12 Benchmark 5A:** Identify simple music forms when presented aurally.

1. Identify the musical form of the piece being studied/performed in an ensemble class (e.g., overture, march, symphony, concerto, sonata allegro, rondo).
2. Identify stylistic forms of music (e.g., rap, gamelan, mariachi, oriental, non-western, reggae, steel drum, folk, Mongolian throat singing)

**9-12 Benchmark 5B:** Use appropriate terminology to discuss responses and reactions to particular musical works.

1. Describe and analyze the criteria used in the critical evaluation of one's own and other's performances, compositions/arrangements and improvisations.
2. Utilize professional adjudicator's critiques/feedback from festival performances to improve individual and ensemble musicianship.

**Standard 6:** Show increased awareness of diverse peoples and cultures through visual and performing arts.

**9-12 Benchmark 6A:** Identify and perform a varied repertoire from historical periods and diverse cultures, with emphasis on the music and the cultures of New Mexico.

1. Study and perform music from various cultures with an emphasis on historical and cultural connections, and on the musical characteristics unique to a national or cultural style of music.
2. Describe the development of American musical styles and the contribution of various ethnic groups represented in American society (e.g., country, Appalachian folk, blues, jazz, bluegrass, gospel).
3. Identify and describe the role of music and musicians in various settings within New Mexico.
4. Compare and contrast music from different eras that employ various compositional techniques (e.g., fugue, classical style, impressionism, atonal music, jazz rhythms).

**Standard 7:** Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.

**9-12 Benchmark 7A:** Describe how various instruments have evolved.

1. Describe how technology has influenced the composition and performance of music (e.g., use of computers, computer-generated sounds, electronic keyboards/guitars/violins, etc.).

**9-12 Benchmark 7B:** Use appropriate music technology.

1. Use recording and playback technology to improve one's personal musical skills.
2. Use appropriate computer-aided instruction programs (e.g., theory programs, rhythmic training, compositional programs).

**Standard 8:** Contribute to communities by sharing expertise in dance, music, theatre/drama and visual arts and by participating in the activities of cultural institutions.

**9-12 Benchmark 8A:** Model appropriate audience behavior at live concert performances.

1. Model respectful behavior, showing understanding of the dynamics of what it takes to be a performer, as well as appropriate behavior in the performance venue.
2. Show understanding of the role of the audience and how it should react to a performer in various types of performance situations (e.g., clapping after a jazz solo, but not a classical solo).

**9-12 Benchmark 8B:** Participate in appropriate school programs.

1. Prepare and perform age-appropriate material at school and community-based programs.
2. Participate in interscholastic music festivals and volunteer in community service projects using musical talents.

**9-12 Benchmark 8C** Share and develop cultural experiences.

1. Celebrate customs, cultural traditions and American holidays, using music at or from home and in other social situations.
2. Attend concerts within the community.