

FINE AND PERFORMING ARTS CURRICULUM  
6-12 MUSIC  
NOVEMBER, 2008

I = Introduction

R = Reinforcement

M = Mastery

E = Enhance

OUTCOMES	GRADE LEVELS						
MUSIC	6	7	8	9	10	11	12
PERFORMANCE SKILLS							
The learner will:							
1. Demonstrate an understanding of proper performing skills which include good posture, breath support, free and open tone and accurate pitch. (P.1)	I	R	R	M	M	M	M
2. Demonstrate competence in the techniques of tone (beauty and blend), interpretation (expression, phrasing, style, and varied tempo) and musical effect (artistry, fluency, and vitality). (P.4)	I	R	R	R	R	M	M
3. Perform their part in a rehearsed composition in the appropriate historical style. (R.3)	I	R	R	R	R	M	M
4. Demonstrate the ability to follow the conductor. (P.4)	IM	M	M	M	M	M	M
5. Demonstrate the ability to perform at an extended and appropriate range, controlled tone, and accurate intonation. (P.4)	I	R	R	R	R	R	R
6. Perform one's part in a rehearsed composition using accurate phrasing, dynamics, attacks, releases and tempos. (P.4)	IM	M	M	M	M	M	M

OUTCOMES	GRADE LEVELS						
MUSIC	6	7	8	9	10	11	12
PERFORMANCE SKILLS – con't							
7. Describe and perform the tempo markings of largo, andante, allegro, presto, ritardando, fermato, and accelerando. (P.1)	I	R	R	M	M	M	M
8. Describe and perform using articulation markings of legato, staccato, accent and slur. (P. 1)	I	M	M	M	M	M	M
9. Understand and follow the non-verbal gestures of the conductor. (P.4)	IM	M	M	M	M	M	M
10. Accept the responsibilities of performing in an ensemble which includes proper rehearsal and concert behavior, individual, and sectional preparation. (P.1)	IM	M	M	M	M	M	M
11. Perform with peers in an ensemble without a conductor. (P.4)	I	R	R	R	R	M	M
12. Select appropriate music for solos and ensembles. (C.4)		I	R	R	R	R	R
13. Perform with personal sensitivity to music. (C.4)	I	R	R	R	R	R	R

OUTCOMES	GRADE LEVELS						
MUSIC	6	7	8	9	10	11	12
PERFORMANCE SKILLS – con't							
14. Describe and discuss the programmatic and/or text consideration of the music. (R.1)	I	R	R	R	R	M	M
15. Perform according to proper phrasing or syllabic stress. (P.4)	IM	M	M	M	M	M	M
16. Identify and discuss the different cultural purposes and functions of music. (R.3)	I	R	R	R	R	M	M
17. Know and perform the following: <b>p.mp.mf.f.pp.ff.</b> (P.1)	IM	M	M	M	M	M	M

OUTCOMES	GRADE LEVELS						
MUSIC	6	7	8	9	10	11	12
VOCAL TECHNIQUE							
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate the ability to perform with correct and uniform vowel formation and clarity of consonants. (P.1)</li> <li>2. Demonstrate the ability to perform use of the head voice for unchanged, changing, and changed voices to achieve a balance mixed head/chest tone. (P.1)</li> <li>3. Begin, sustain and release the sound properly. (P.1)</li> </ol>	I	R	R	R	R	M	M
	I	R	R	R	R	R	R
	I	R	R	R	R	R	R

OUTCOMES	GRADE LEVELS						
MUSIC	6	7	8	9	10	11	12
RHYTHM							
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1. Name, count, clap, and perform rhythmic notation involving the following notes and rests. (P.1)</li> <li>2. Describe the function of time signatures in terms of the number of beats in a measure and the unit of beat. (P.1)</li> <li>3. Count, clap, and perform rhythmic notation in the following time signatures. (P.1)</li> <li>4. Demonstrate the ability to perform changing meter. (P.1)</li> </ol>	I	R	R	R	R	M	M
	IM	M	M	M	M	M	M
	I	R	R	R	R	M	M
	I	R	R	R	R	M	M

OUTCOMES	GRADE LEVELS						
MUSIC	6	7	8	9	10	11	12
MELODY							
<p>The learner will:</p> <ol style="list-style-type: none"> <li>1. Perform one's own part in a rehearsed composition in a part song with no more than two singers on a part. (P.1)</li> <li>2. Perform one's own part in a rehearsal three-part round. (P.1)</li> <li>3. Perform one's own part in a chord progression of I, IV, V, I, given Do or 1. (P.1)</li> <li>4. Sing the starting note, given 1 or Do. (P.1)</li> <li>5. Recognize when the performed pitch is in unison with the ensemble. (R.1)</li> <li>6. Identify by sound and on a score any major or perfect interval ascending from the 1 or Do. (R.1)</li> <li>7. Sing by sight short musical phrases, given the starting pitch. (P.1)</li> <li>8. Identify the names of all the notes of the staff. (R.1)</li> <li>9. Identify the sounds and the location on the vocal score of the soprano, alto, tenor, and base voice parts. (R.1)</li> </ol>	I	R	R	M	M	M	M
	I	M	M	M	M	M	M
	I	R	R	R	R	M	M
	IM	M	M	M	M	M	M
	IM	M	M	M	M	M	M
	I	R	R	R	R	M	M
	I	R	R	R	R	M	M
	IM	M	M	M	M	M	M
	IM	M	M	M	M	M	M

OUTCOMES	GRADE LEVELS						
MUSIC	6	7	8	9	10	11	12
HARMONY							
<p>The learner will:</p> <ol style="list-style-type: none"> <li data-bbox="239 691 1083 724">1. Name in order the sharps and flats in the key signatures. (R.1)</li> </ol>	I	R	R	M	M	M	M

OUTCOMES	GRADE LEVELS						
MUSIC	6	7	8	9	10	11	12
LISTENING							
The learner will:							
1. Recognize when a steady pulse is maintained. (R.1)	IM	M	M	M	M	M	M
2. Recognize the musical elements of melody, rhythm, harmony, and tone quality. (R.1)	IM	M	M	M	M	M	M
3. Distinguish by sound and on a score between melody and harmony parts, given the melody in a two part song. (R.1)	I	M	M	M	M	M	M
4. Recognize major and minor tonality. (R.1)	I	R	R	M	M	M	M
5. Recognize which parts would be prominent or subordinate to achieve harmonic and ensemble balance. (C.1)	IM	M	M	M	M	M	M
6. Identify from recorded examples, the styles and idioms of music from Africa, Eastern, Middle Eastern, South American, Western European, and Native American cultures. (R.3)	I	R	R	R	R	R	R
7. Identify and perform according to accepted performance practice, the styles and idioms from the historical periods of the Medieval Renaissance, Baroque, Classical, Romantic and Contemporary (including Jazz and Popular) eras. (R.3)	I	R	R	R	R	R	R
8. Critique recorded and live performance with regard to performance practice. (R.1)	I	R	R	R	R	M	M



