

**MOSCOW SCHOOL DISTRICT**  
**CURRICULUM GUIDE**  
**Subject/Course: Music**  
**Grades 9-12**

Students are expected to know content and apply skills from previous grades.

**Standard 1: Historical And Cultural Contexts**

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9-12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines. Students identify famous musicians in contemporary society.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
<b>Goal 1.1: Discuss the historical and cultural contexts of music.</b>	<ul style="list-style-type: none"> <li>● 9-12.Mu.1.1.1 Identify representative musical works from a variety of cultures and historical periods. (971.01.a1)</li> <li>● 9-12.Mu.1.1.2 Outline the purpose and function of a particular form of music through history. (971.01.a2)</li> <li>● 9-12.Mu.1.1.3 Compare and contrast aesthetical aspects of music from different cultural perspectives. (971.01.a3)</li> <li>● 9-12.Mu.1.1.4 Identify famous musicians in contemporary society.</li> </ul>	<ul style="list-style-type: none"> <li>● The teacher will discuss the history and cultural contexts of the different songs of the curriculum. Example: Discuss the symbolism of the industrial period of the poetry of William Blake in the song, “The Tiger.”</li> <li>● Students will have the opportunity to perform original compositions by UI professor, Dan Bukvich, at the yearly holiday concert.</li> </ul>	<ul style="list-style-type: none"> <li>● Variety of styles in various difficulty levels of choral music.</li> <li>● Original compositions by Dan Bukvich</li> </ul>	
<b>Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.</b>	<ul style="list-style-type: none"> <li>● 9-12.Mu.1.2.1 Discuss connections between the history of one art form or style and another related art form or style. (971.02.a2)</li> <li>● 9-12.Mu.1.2.2 Describe similarities among different art forms across cultures.</li> </ul>			

## **Standard 2: Critical Thinking**

Analyze and converse about music. Students in grades 9-12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss copyright issues in music. Students develop tools necessary to evaluate musical performances constructively. Students demonstrate proper concert behavior and attire.

<i><b>Goal – The student will:</b></i>	<i><b>Objectives (to be reached by the end of high school)</b></i>	<i><b>Samples of Applications</b></i>	<i><b>Curriculum Materials (including technological resources)</b></i>	<i><b>Key Vocabulary for Standard 2</b></i>
<b>Goal 2.1: Conduct analyses in music.</b>	<ul style="list-style-type: none"> <li>● 9-12.Mu.2.1.1 Recognize common themes appearing in music throughout history. (973.01.a4)</li> <li>● 9-12.Mu.2.1.2 Develop and use music vocabulary to discuss musical forms. (973.01.a1)</li> <li>● 9-12.Mu.2.1.3 Compare two contrasting musical works. (973.01.a2)</li> <li>● 9-12.Mu.2.1.4 Discuss the similarities and differences of artistic styles of music performed. (973.01.a3)</li> </ul>			
<b>Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.</b>	<ul style="list-style-type: none"> <li>● 9-12.Mu.2.2.1 Discuss the roles of professional and amateur musicians in society. (904.02.a2)</li> <li>● 9-12.Mu.2.2.2 Explain personal preferences for musical styles and pieces, using proper terminology. (938.02.a1)</li> <li>● 9-12.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire.</li> <li>● 9-12.Mu.2.2.4 Offer an alternative for copyright infringement both for the consumer and the artist. (973.03.a3)</li> <li>● 9-12.Mu.2.2.5 Develop criteria for high musical quality and apply it to a live musical performance. (973.02.a1)</li> <li>● 9-12.Mu.2.2.6 Evaluate constructively the quality of one’s performance and the performances of</li> </ul>			

	others. (973.03.a4)			
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**Standard 3: Performance**

Communicate through music articulately and expressively. Students in grades 9-12 perform an instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. Students improvise simple harmonies and rhythmic and melodic ostinatos on familiar melodies. Students articulate a method of consistent and efficient musical practice.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
<b>Goal 3.1: Utilize concepts essential to music.</b>	<ul style="list-style-type: none"> <li>9-12.Mu.3.1.1 Improvise musical lines using rhythm, melodic embellishments, and harmony. (975.01.a1)</li> <li>9-12.Mu.3.1.2 Perform an appropriate instrumental or vocal part demonstrating accurate counting of rhythms, pitch identification, and symbols for articulation or expression, following the cues from a conductor.</li> <li>9-12.Mu.3.1.3 Sight-read simple melodies and rhythms in clefs applicable to the performance medium.</li> <li>9-12.Mu.3.1.4 Articulate a method of consistent and efficient musical practice. (975.01.a2)</li> </ul>			
<b>Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.</b>	<ul style="list-style-type: none"> <li>9-12.Mu.3.2.1 Perform in an ensemble or as a soloist using appropriate musical technique. (975.02.a1)</li> <li>9-12.Mu.3.2.2 Perform in groups blending vocal/instrumental sounds, matching dynamics, breath control, phrasing, and interpretation in response to the conductor. (906.03.a1)</li> <li>9-12.Mu.3.2.3 Interpret / perform a musical selection, respecting the intent of its creator. (975.02.a2)</li> </ul>			
<b>Goal 3.3:</b>	<ul style="list-style-type: none"> <li>9-12.Mu.3.3.1 Improvise</li> </ul>			

<p><b>Communicate through music with creative expression.</b></p>	<p>rhythmic and melodic variations on given melodies. (975.03.a4)</p> <ul style="list-style-type: none"> <li>● 9-12.Mu.3.3.2 Perform level-appropriate musical works with expression and technical accuracy. (975.03.a3)</li> <li>● 9-12.Mu.3.3.3 Demonstrate level-appropriate solo and ensemble skills. (975.03.a1)</li> <li>● 9-12.Mu.3.3.4 Read music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. (975.03.a2)</li> </ul>			
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