



**9-12th Grade
Music Appreciation
Levels I - IV**



COURSE DESCRIPTION

53.01400

Music Appreciation I - Introduces production and performance, covering terminology and idioms, elements of music, perceptive listening and attitudes, and appreciation. Stresses the ability to become a literate consumer along with the ability to speak and write fluently about music.

53.01500

Music Appreciation II - Enhances level-one skills and understanding. Emphasizes an in-depth approach to music through performance, creativity, and listening. Encourages independent music learning to develop a lifelong interest in music. Builds skills of perception and discrimination in listening.

53.01600

Music Appreciation III - Enhances level-two skills. Emphasizes developing a framework for critical analysis of music. Provides knowledge and skills for development of independent reading and performance on folk instruments. Encourages composition and use of electronic media.

53.01700

Music Appreciation IV - Enhances level-three skills. Provides an individualized, in-depth examination of current issues in music such as ethnic influences, styles, values, and aesthetics. Encourages independent judgments based on critical analysis and the ability to write or speak objectively about music.

CREATING

HSMA.CR.1 **Improvise melodies, variations, and accompaniments.**

- a. Improvise a melody or variation to a live or recorded accompaniment.
- b. Create melodic and rhythmic phrases from a variety of available sound sources (traditional/nontraditional instruments).
- c. Create rhythmic and harmonic ostinatos for accompanying other melodies.



HSMA.CR.2 Compose and arrange music within specified guidelines.

- a. Demonstrate characteristics of music through an original composition (e.g. unity, variety, mood, image, storyline).
- b. Demonstrate musical form through an original composition (e.g. one-part, cyclical, binary, rondo, ternary).
- c. Arrange pieces for voices and/or instruments.
- d. Use traditional and non-traditional sound sources and electronic media to compose or arrange songs

HSMA.CR.3 Evaluate and refine musical ideas.

- a. Assess and refine an original composition using teacher or student-based criteria (e.g. technical, expressive).
- b. Share an original composition (e.g. notation, solo or group performance, technology) and demonstrate or describe how the elements of music have been employed.

PERFORMING

HSMA.PR.1 Sing a varied repertoire of music, alone and with others.

- a. Rehearse and perform vocal selections and/or compositions in order to recognize the elements of singing (e.g. tone production, matching pitch, diction, dialect, breathing, quality of sound, response to conductor, cultural diversity).
- b. Rehearse and perform vocal selections and/or compositions in order to recognize the elements of vocal music (use of text, mood, visual image, storyline, form).
- c. Rehearse vocal selections and/or compositions in order to recognize the elements of a rehearsal (knowledge of work, analysis of score, plan of approach, interpretive choices, decisions for presentation, differences of approach among cultures).
- d. Share vocal selections in order to recognize performance criteria (ensemble readiness, consideration of musical elements, composer intent, culture-dependent expectations of audiences).



HSMA.PR.2 Perform a varied repertoire of music on instruments alone, and with others.

- a. Rehearse and perform instrumental selections and/or compositions in order to recognize the elements of instrumental performance (e.g. ensemble, pitch and rhythmic accuracy, playing position, response to conductor, cultural diversity).
- b. Rehearse and perform instrumental selections and/or compositions in order to recognize the elements of instrumental music (instrumentation, mood, visual image, storyline, form).
- c. Rehearse instrumental selections and/or compositions in order to recognize the elements of a rehearsal (knowledge of work, analysis of score, plan of approach, interpretive choices decisions for presentation, differences of approach among cultures).
- d. Share instrumental selections in order to recognize performance criteria (readiness, consideration of musical elements, composer intent, culture-dependent expectations of audiences).

HSMA.PR.3 Read and notate music.

- a. Identify standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression, key signatures).
- b. Notate music on a staff using either staff paper or notation software.
- c. Analyze harmonic and tonal structures in the music being studied.

RESPONDING

HSMA.RE.1 Listen to, analyze, and describe music.

- a. Identify and describe simple and complex forms of music, and relate them to the style, mood and context of the piece being studied.
- b. Use music terminology to describe tempo, dynamics, and texture, and relate them to the style, mood and content of the piece being studied.
- c. Analyze the uses and effectiveness of technical and expressive elements of music in terms of their impact on the listener.



HSMA.RE.2 Evaluate music and performances.

- a. Using student-created criteria, evaluate a music performance.
- b. Identify various uses of music in daily experiences (e.g. artistic expression, learning tool, purpose-driven, ceremonial, ambient).

CONNECTING

HSMA.CN.1 Understand relationships between music, the other arts, and disciplines outside the arts.

- a. Explain ways in which other disciplines taught in the school are interrelated with those of music.
- b. Compare common terminology used in music and other fine arts.
- c. Discover and research persons who have achieved professional or commercial success in more than one fine art discipline, or across disciplines.

HSMA.CN.2 Understand music in relation to history and culture.

- a. Identify and explain a particular music example's historical and cultural significance.
- b. Compare and discuss the roles of musicians throughout history.
- c. Discuss and justify music's functions in the cultures of various ethnic, social, and religious groups.