

Secondary Music

	Grade 6	Grade 8	Grade 10	Grade 12
1. The student understands and applies arts knowledge and skills.				
1.1.1 understands arts concepts and vocabulary : <u>Elements</u> <i>pitch</i> <i>rhythm</i> <i>expression (dynamics, style, tempo, phrasing)</i> <i>timbre</i>	<ul style="list-style-type: none"> reads, writes, and creates using rhythms including whole through sixteenth (notes and rests) (rhythm) understands and uses staccato / legato, accent (expression) identifies the following registers: soprano, alto, tenor, bass (timbre) 	<p>✓ Benchmark 2: explains and applies the concepts of visual art, dance, theatre and music using arts vocabulary</p> <ul style="list-style-type: none"> reads, writes and creates using dotted rhythms (rhythm) understands and uses tempo markings (i.e. largo, andante, allegro, presto, ritardando, accelerando) (expression) 	<p>✓ Benchmark 3: analyzes and interprets works of visual art, dance, theatre and music using arts concepts and vocabulary</p> <ul style="list-style-type: none"> demonstrates comprehension of rhythms in duple / triple meter (rhythm) 	<ul style="list-style-type: none"> demonstrates comprehension of simple / compound meter (rhythm) identifies and performs syncopated rhythms (rhythm)
1.1.2 understands arts concepts and vocabulary : <u>Principles of Organization</u> <i>notation</i> <i>form</i> <i>melody</i> <i>harmony</i>	<ul style="list-style-type: none"> identifies the following musical notation: Da Capo, D.C. al Fine, Dal Segno, 1st & 2nd endings key signature & slur (notation) writes and identifies notes in the bass clef (notation) understands that steps and leaps create intervals (harmony) 	<p>✓ Benchmark 2: explains and applies the concepts of visual art, dance, theatre and music using arts vocabulary</p> <ul style="list-style-type: none"> recognizes and interprets musical symbols and notation appropriate to music rehearsed and performed (notation) visually and aurally recognizes and explains the form of music rehearsed and performed (form) understands that melodies can be accompanied by chordal progressions (harmony) 	<p>✓ Benchmark 3: analyzes and interprets works of visual art, dance, drama and music using arts concepts and vocabulary</p> <ul style="list-style-type: none"> recognizes and interprets standard musical symbols and notation appropriate to music rehearsed and performed (notation) visually and aurally recognizes and explains the form of music rehearsed and performed (form) identifies textures in a musical composition (harmony) maintains an independent musical line within an ensemble (harmony) 	<ul style="list-style-type: none"> recognizes and interprets key signatures (notation) explains the circle of fifths (notation) visually and aurally recognizes and explains advanced musical forms (i.e. sonata-allegro, fugue) (form) analyzes and describes textures within a musical composition (harmony) visually and aurally identifies intervals and chords (e.g. major, minor, perfect) (harmony)
1.2 develops arts skills and techniques	<ul style="list-style-type: none"> demonstrates listening skills by correcting personal tone and volume improvises a melodic phrase 	<p>✓ Benchmark 2: develops arts skills and techniques</p> <ul style="list-style-type: none"> plays and/or sings using characteristic tonal production (i.e. resonance, vowel placement) understands and applies expressive elements in music rehearsed and performed demonstrates reading and listening skills by correcting personal errors in pitch, rhythm performs music of varying styles and genres performs individually or in a small ensemble 	<p>✓ Benchmark 3: refines and extends arts skills and techniques</p> <ul style="list-style-type: none"> understands and applies expressive elements in music rehearsed and performed performs music of varying styles, genres, and historical periods analyzes and interprets stylistic differences in selected musical genres 	<ul style="list-style-type: none"> refines tonal production to create a mature, characteristic sound independently analyzes and interprets music rehearsed and performed (i.e. stylistically and expressively) exhibits achievement in area of choice (i.e. recital, composition, conducting, research, technology) demonstrates informed, independent musical decision-making
1.3 understands and applies arts styles from various artists, cultures and times	<ul style="list-style-type: none"> identifies techniques from various artists, cultures, and/or times 	<p>✓ Benchmark 2:</p> <ul style="list-style-type: none"> applies techniques from various artists, cultures and / or times 	<p>✓ Benchmark 3:</p> <ul style="list-style-type: none"> transfers understandings from one artistic style to a larger group of artworks 	<ul style="list-style-type: none"> applies knowledge of artistic styles and cultural traditions to make informed choices for an arts presentation
1.4 applies audience skills in a variety of arts settings and performances	<ul style="list-style-type: none"> identifies how the audience and artist / performer interact 	<p>✓ Benchmark 2:</p> <ul style="list-style-type: none"> understands and demonstrates the relationship and interactive responsibilities of the artist / performer and audience 	<p>✓ Benchmark 3:</p> <ul style="list-style-type: none"> articulates how audience conventions and responsibilities differ according to style and culture 	<ul style="list-style-type: none"> analyzes how style, culture and history have influenced audience conventions

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2. The student demonstrates thinking skills using artistic processes.				
2.1 applies a creative process in the arts: <ul style="list-style-type: none"> • conceptualizes the context or purpose • gathers information from diverse sources • develops ideas and techniques • organizes arts elements, forms, and/or principles into a creative work • reflects for the purpose of elaboration and self evaluation • refines work based on feedback • presents work to others 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	✓ Benchmark 2: develops work using a creative process with instructor assistance <ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	✓ Benchmark 3: develops work using a creative process independently <ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a creative process
2.2 applies a performance process in the arts: <ul style="list-style-type: none"> • identifies audience and purpose • selects artistic work (repertoire) to perform • analyzes the structure and background of work • interprets by developing a personal approach to the work • rehearses, adjusts and refines through evaluation and problem solving • presents work for others • reflects and evaluates 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a performance process 	✓ Benchmark 2: develops work using a performance process with instructor assistance <ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a performance process 	✓ Benchmark 3: develops work using a performance process independently <ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a performance process 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a performance process
2.3 applies a responding process to an arts presentation: <ul style="list-style-type: none"> • engages actively and purposefully • describes what is seen and / or heard • analyzes how the elements are arranged and organized • interprets based on descriptive properties • evaluates using supportive evidence and criteria 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	4.1 Benchmark 2: applies a responding process to an arts presentation with instructor assistance <ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	✓ Benchmark 3: applies a responding process to an arts presentation independently <ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a responding process 	<ul style="list-style-type: none"> • applies previously learned arts concepts, vocabulary, skills and techniques through a responding process

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3. The student communicates through the arts.				
3.1 uses the arts to express and present ideas and feelings	<ul style="list-style-type: none"> identifies use and misuse (plagiarism) of pre-existing artistic works to communicate 	✓ Benchmark 2: <ul style="list-style-type: none"> expresses ideas and feelings through the arts in a variety of styles describes use and misuse of pre-existing artistic works to communicate 	✓ Benchmark 3: <ul style="list-style-type: none"> expresses ideas and feelings through the arts in a variety of forms and styles articulates and justifies the use of pre-existing artistic works to communicate 	<ul style="list-style-type: none"> expresses ideas and feelings through the arts, synthesizing forms and styles
3.2 uses the arts to communicate for a specific purpose	<ul style="list-style-type: none"> uses the arts to communicate for a specific purpose (e.g. to record history, persuade) 	✓ Benchmark 2: <ul style="list-style-type: none"> creates and / or performs an artwork to communicate for a selected purpose with instructor assistance 	✓ Benchmark 3: <ul style="list-style-type: none"> analyzes how the deliberate use of artistic elements communicates for a specific purpose 	<ul style="list-style-type: none"> supports and defends the artistic elements chosen to communicate for a specific purpose
3.3 develops personal aesthetic criteria to communicate artistic choices	<ul style="list-style-type: none"> describes how aesthetic choices are influenced by historical context 	✓ Benchmark 2: <ul style="list-style-type: none"> explains how aesthetic choices are influenced by culture and history 	✓ Benchmark 3: <ul style="list-style-type: none"> analyzes how cultural and historical perspectives influence personal aesthetic criteria 	<ul style="list-style-type: none"> analyzes personal aesthetic development

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4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work.				
4.1 demonstrates and analyzes the connections among the arts disciplines	<ul style="list-style-type: none"> describes arts processes that are unique to each arts discipline 	✓ Benchmark 2: <ul style="list-style-type: none"> compares and contrasts attributes of personal art work with other arts disciplines 	✓ Benchmark 3: <ul style="list-style-type: none"> analyzes an arts presentation that integrates two or more arts disciplines 	<ul style="list-style-type: none"> creates an arts presentation integrating two or more arts disciplines
4.2 demonstrates and analyzes the connections between the arts and other content areas	<ul style="list-style-type: none"> demonstrates that art concepts occur in other content areas 	✓ Benchmark 2: <ul style="list-style-type: none"> explains relationships between the arts and other content areas 	✓ Benchmark 3: <ul style="list-style-type: none"> integrates and adapts skills within the arts and other content areas 	<ul style="list-style-type: none"> creates an arts presentation, integrating the arts with another content area
4.3 understands how the arts impact lifelong choices	<ul style="list-style-type: none"> analyzes how the arts impact peer group choices 	✓ Benchmark 2: <ul style="list-style-type: none"> analyzes how the arts impact choices in natural and constructed environments 	✓ Benchmark 3: <ul style="list-style-type: none"> analyzes how the arts impact economic choices 	<ul style="list-style-type: none"> projects and plans how the arts impact personal future choices
4.4 understands that the arts shape and reflect culture and history	<ul style="list-style-type: none"> identifies specific attributes of artworks that reflect culture and history 	✓ Benchmark 2: <ul style="list-style-type: none"> compares and contrasts specific attributes of artworks that reflect culture and history 	✓ Benchmark 3: <ul style="list-style-type: none"> identifies specific attributes of artworks that shape culture and history 	<ul style="list-style-type: none"> applies knowledge of how the arts shape and reflect culture and history throughout time
4.5 demonstrates knowledge of arts careers and the role of arts skills in the world of work	<ul style="list-style-type: none"> identifies job specific skills for arts careers demonstrates collaborative skills 	✓ Benchmark 2: <ul style="list-style-type: none"> describes work habits and skills needed for careers in the arts explains how art skills and knowledge are used in the world of work 	✓ Benchmark 3: <ul style="list-style-type: none"> assumes roles of arts careers and practices appropriate work habits and skills analyzes and interprets how arts skills and knowledge influence the world of work 	<ul style="list-style-type: none"> researches arts careers (e.g. job shadowing, apprenticeships and mentorships) applies arts skills and knowledge used in the world of work