

Historical and Multi-Cultural relationships in music	Analyze the musical elements of the music they are performing in a basic cultural context.	Demonstrate simple unwritten cultural-specific musical nuance and expression on melody and harmony lines of written music.	Perform quality vocal literature, in the original form and original level of difficulty that had a significant impact on the history and culture of that particular era.	Write a critique evaluating the music they or other groups are performing, discussing the success of the intended concept.	Historical nuances are investigated and applied though an understanding of the cultures and its visual and aural art forms as well as society issues.
Rehearsals and Performance	Demonstrate understanding of music through performance and post-performance evaluation	Perform with expression and technical accuracy understanding form feeling and interpretation.	Perform using correct historical musical elements explored in rehearsal	Write a critique evaluating the audio and video of a past performance as well as compare it to a professional recording.	Learn leadership skills using the motivation skill, practice habits, work ethics, and responsibility factors they have learned through music.

DISTRICT/STATE CONTENT STANDARDS ADDRESSED:

Visual and Performing Arts - Music (Grades 9-12)

Artistic Perception

1. The student demonstrates an understanding of music by analyzing and interpreting what is presented in the music or performance.
 - 1.1 Students will identify and analyze the elements of music as it relates to quality performance. Music notation utilized in reading and writing music will be identified in its relationship to expression in performance.

Creative Expression

2. The student demonstrates an understanding of the forms and elements of music used to express ideas, feelings, and activities of the musician/performer and composer/arranger.
 - 2.1 Students will express themselves emotionally through a wide variety of ensemble repertoire performances. Students will recognize the technical demands of pitch accuracy, intonation, rhythmic accuracy, dynamics, articulation, phrasing. Students will relate these technical aspects to the emotional impact of musical performance.

Historical and Cultural Context

3. *The student demonstrates an understanding of major music traditions and styles from a variety of times and places.*
 - 3.1 *Students perform and recognize music from differing cultures and eras throughout history. Students recognize musical styles and techniques associated with specific periods of history, cultural characteristics, and traditional heritage.*
4. *The student demonstrates understanding that music and musicians reflect, play a role in, and influence culture.*
 - 4.1 *Students will discuss the impact of individual musicians as a reflection of society. Particular historical style periods will be compared to the musical techniques utilized to reflect that cultural impact.*

Aesthetic Valuing

5. *The student demonstrates an understanding that specific criteria can be developed and used to assess the qualities and merits of musical composition and performance.*
 - 5.1 *Students will listen to recordings of themselves and other groups. Evaluations will be given based upon technical accuracy, expression, emotional impact, rhythmic incorporation, unified interpretation.*
6. *The student demonstrates an understanding of structure (how music sounds) and content (what music communicates) in music.*
 - 6.1 *Students listen to musical works and then relate to its form, style, technical demands, emotional outcome, and intended meaning.*

OUTCOMES:

Students will demonstrate ...

INSTRUCTIONAL STRATEGIES:

(i.e., Lectures, discussions, class projects, etc.)

ASSESSMENT:
(i.e., Exams, Standards Master, Portfolios, etc.)

1/00
Revised: 12/00
Formerly Women's Ensemble
Revised 3/01;4/01