



VALWOOD

GO BEYOND

Instrumental Music Curriculum

Instrumental Music Course Overview

| Course Description | | Topics at a Glance |
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| <p>The Instrumental Music Program is designed to extend the boundaries of the gifted student beyond the limits of the standard high school curriculum. Thus, strong emphasis is placed in the following areas: Wind Ensemble, sectional rehearsals, private lessons, Jazz Ensembles, Chamber Music Ensembles, Ensemble X, and the Composers' Forum. In addition, instruction in Music Theory, Composition, and Music History is made available to the interested student, all of which combine to provide a venue for the specific creative needs of both the group and the individual.</p> | | <ul style="list-style-type: none"> • Perform Music • Sight Sing Music • Understand Modalities • Sequence Music • Improvise Music • Identify Meters • Notate Music • Analyze Music • Critique Music • Describe Music |
| Assessments | | Effective Components of an Instrumental Class |
| <ul style="list-style-type: none"> • Pre-assessments • Checks for understanding • Observations/Anecdotal Records • Student questions/comments • Personal reflections • Teacher questions and prompts • Performance task (planning, in-progress, final) • Critiques (group discussion, written reflection, in-progress) • Peer assessments • Self assessments • Non-CSAP music assessments | | <ul style="list-style-type: none"> • Actively engages and motivates students in the process of learning music • Provides learning activities that are appropriate in complexity and pacing • Models and demonstrates accurate and artistic musical technique • Selects challenging yet realistic literature for performance • Introduces and expects appropriate use of music vocabulary • Provides opportunities for individual and multiple groupings • Differentiates music instruction to meet wide range of student needs • Reinforces effort and provides recognition • Integrates music with other content areas with an emphasis on literacy |
| Grade Level Expectations | | |
| Standard | Grade Level Expectations | |
| 1. Expression of Music | <ol style="list-style-type: none"> 1. Perform accurately and expressively, demonstrating self-evaluation and personal interpretation at the minimal level of 1 on the difficulty rating scale 2. Perform music accurately and expressively at the first reading at the minimal level of .5 on the difficulty rating scale 3. Participate appropriately as an ensemble member while performing music at the minimal level of 1 on the difficulty rating scale 4. Demonstrate requisite performance skill sets appropriate for further high school pursuits 5. Demonstrate requisite performance skill sets appropriate for postsecondary pursuits | |
| 2. Creation of Music | <ol style="list-style-type: none"> 1. Play appropriate chord progressions in a given pattern 2. Compose a melody in a given style 3. Arrange selections for voices and/or instruments other than those for which they were written | |
| 3. Theory of Music | <ol style="list-style-type: none"> 1. Interpretation of musical elements and ideas 2. Description of music by genre, style, historical period or culture 3. Analysis of a beginning level composition using musical elements | |
| 4. Aesthetic Valuation of Music | <ol style="list-style-type: none"> 1. Practice of appropriate behavior during cultural activities 2. Evaluation of the quality and effectiveness of musical performances 3. Development of criteria-based aesthetic judgment of artistic process and products in music 4. Knowledge of available musical opportunities for continued musical growth and professional development | |

1. Expression of Music

The Expression of Music is the demonstration of human thought and emotion through the medium of performance, which is a product of knowledge and skills gained in the study of music.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Expression of Music Standard:

- Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement
- Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools
- Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and Valwood performance
- Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles

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| Content: Music - INSTRUMENTAL MUSIC | |
| Standard: 1. Expression of Music | |
| Valwood Graduates: Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement | |
| Grade Level Expectation Concepts and skills students master: 1. Perform music accurately and expressively demonstrating self-evaluation and personal interpretation at the minimal level of 1 on the difficulty rating scale. | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Incorporate some musical symbols, tempo indications, expressive indications, and technical indications, while maintaining consistent tone quality, intonation, balance, blend, diction (vocal), and phrasing b. Demonstrate progress toward advanced techniques c. Describe and defend interpretive judgments d. Explain how self-evaluation has strengthened the performance during the course of preparation | Inquiry Questions: <ol style="list-style-type: none"> 1. Does musical expression have a language? 2. Why is it important to perform in all genres of music? 3. How would an event in history impact use of expressive musical elements of the time? 4. Why do Asian, African, Native American, Middle Eastern, calypso, and American folk songs have different expressive qualities? 5. Why do performers need to evaluate themselves? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Synthesizing several expressive musical elements into one performance gives listeners a rich, memorable, and unique experience. 2. Using music software, musicians can isolate, emphasize, and blend expressive elements in varying ways to change the message of the music to be interpreted in accordance with the musical expressions of varying cultures. 3. Using musical elements helps to interpret the message of the composer. 4. A musician conveys music using emotions and senses as a storyteller conveys a story. 5. Current technologies can be used to support and assist with performance, practice, and evaluation (such as recording performances for evaluating expression and technique). |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Musicians believe the craft of music is enhanced through accuracy and expression, which aid in the emotional and intellectual link between the performer and the listener. |

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| Content: Music - INSTRUMENTAL MUSIC | |
| Standard: 1. Expression of Music | |
| Valwood Graduates: Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement. Perform music with appropriate technique and level of expression at an appropriate level of difficulty in sight reading and Valwood performance. Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles. | |
| Grade Level Expectation Concepts and skills students master: 2. Perform accurately and expressively at the first reading at the minimal level of .5 on the difficulty rating scale. | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: a. Sight-read, observing some musical symbols, tempo indications, expressive indications, and technical indications, while maintaining consistent tone quality, intonation, balance, blend, and phrasing (vocalists, pitches only) b. Interpret some nontraditional notation symbols | Inquiry Questions: 1. Why is sight reading important? 2. How does strong intonation, balance, blend, and phrasing enhance sight reading? 3. Why do nontraditional notation symbols exist? |
| | Relevance and Application: 1. Sight reading enables musicians to access varying types of music without having to hear it first. 2. Sight reading allows musicians from all backgrounds to play together in impromptu acts of expression. 3. Music software enables a novice musician to sight-read more difficult arrangements of music through playing notes aloud for ear training. 4. When musicians read music from sight, they are using patterns just as mathematicians; scientists, and historians locate patterns to solve problems. |
| | Nature of Discipline: 1. Musicians with the ability to sight-read are given diverse performing opportunities. |

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| Content: Music - INSTRUMENTAL MUSIC | |
| Standard: 1. Expression of Music | |
| Valwood Graduates: Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement. Demonstrate the processes of development of musical literature from rehearsal to performance, exhibiting appropriate interpersonal and expressive skills, both individually and within ensembles. | |
| Grade Level Expectation | |
| Concepts and skills students master: 3. Participate appropriately as an ensemble member while performing music at the minimal level of 1 on the difficulty rating scale. | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: a. Adjust tempo, dynamics, and expression, according to the conductor. b. Adjust tempo, dynamics, and expression according to other members of the ensemble. | Inquiry Questions: 1. Why is it important for musicians to adjust their individual performance to aid in the success of an ensemble performance? 2. How does an ensemble communicate? 3. Does it require more or less musicianship to perform in an ensemble? 4. How does culture play a role in the type of ensembles that are prevalent in society? |
| | Relevance and Application: 1. Engagement in collaboration through ensembles enhances perception and requires persistence in self-monitoring and decision making to work for the benefit of a common, societal goal. 2. Use of ensembles varies depending on the era and culture. 3. Software companies have begun to develop programs that adjust musical elements in real time as the performer adjusts in live performance. 4. Performers access a variety of instrumentations electronically versus hiring and practicing with many instrumentalists. |
| | Nature of Discipline: 1. Ensembles foster collaboration as well as interdependent thought. |

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| Content: Music - INSTRUMENTAL MUSIC | |
| Standard: 1. Expression of Music | |
| Valwood Graduates: Employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement. Demonstrate the expressive elements of music – including melody, harmony, rhythm, style, genre, texture, voicing/instrumentation, mood, tonality, and form – through voice, musical instruments, and/or the use of electronic tools. | |
| Grade Level Expectation Concepts and skills students master: 4. Demonstrate progress toward requisite performance skill sets appropriate for postsecondary pursuits. | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Identify major and relative minor scales and arpeggios. b. Produce a characteristic tone. c. Demonstrate ability to identify music from other cultures. | Inquiry Questions: <ol style="list-style-type: none"> 1. Why does each voice and instrument have its own timbre? 2. How does music communicate? 3. How does a general knowledge of tone and form apply to postsecondary pursuits? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Everyone can perform and respond to music in meaningful ways such as speeches, electronic presentations, and live presentations. 2. Mastery of music performance skills can lead to success in other academic disciplines, social activities, mass media pursuits, and several other career pursuits. 3. The persistent study of music develops discipline and resiliency that extends into everyday life. 4. People can use electronic instruments as well as electronic and/or digital audio and video devices to create performances that entertain and communicate with an audience (such as using electronic keyboards or synthesizers, playing or singing with digital audio software to record performance). |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Creating and performing music are forms of self-expression. |

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| Content: Music - INSTRUMENTAL MUSIC | |
| Standard: 1. Expression of Music | |
| Valwood Graduates: Independently motivated and disciplined with practicing to improve performance technique. | |
| Grade Level Expectation Concepts and skills students master: 4. Demonstrate requisite motivation and discipline when approaching regular practice appropriate for postsecondary pursuits. | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Improve on individual assessments. b. Attend events of performance groups outside of the classroom. | Inquiry Questions: <ol style="list-style-type: none"> 1. How does daily practice increase technical playing ability? 2. Why is it important for a musician to be self motivated? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. To achieve a high level of mastery on an instrument, self motivated, regular disciplined is required. 2. The local community is enhanced with regular musical performances. 3. The persistent study of music develops discipline and resiliency that extends into everyday life. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Creating and performing music are forms of self-expression. |

2. Creation of Music

The Creation of Music involves the demonstration of learned skills in the composition, improvisation, and arranging of music. Creating music involves writing music, fashioning new music from an existing piece of music, or forming an entirely new piece of music.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Creation of Music Standard:

- Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding
- Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind

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| Content: Music - HS BAND I / PERFORMANCE PATHWAY | |
| Standard: 2. Creation of Music | |
| Valwood Graduates: Display instrumental or vocal improvisation skills by performing extemporaneously what is created in the mind. | |
| Grade Level Expectation Concepts and skills students master: 1. Improvise a stylistically appropriate vocal or instrumental fragment over a given pattern of harmonic progressions. | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> Play and/or sing in ensembles, employing appropriate harmonic and non-harmonic tones in relationship to chords. Listen to rhythmically appropriate style (such as swing eighth notes if playing bebop style) Play short cohesive musical ideas paced and shaped appropriately according to length of given solo. Vary musical material when re-approaching same harmonic progressions (improvises rather than composes). | Inquiry Questions: <ol style="list-style-type: none"> What is the meaning of “stylistically appropriate”? How do jazz musicians learn to choose pitches that are integrated into harmonic configurations? How does a performer develop a sense of what is appropriate in terms of rhythm, pitch, and style? |
| | Relevance and Application: <ol style="list-style-type: none"> Spontaneously creating music within various styles allows performers and composers to be relevant to a variety of audiences in a variety of settings. Understanding composers from different eras allows students to create music in multiple genres, thereby improving their understanding of relevant history. Composing in various genres allows students to realize the historical and cultural significance of music. Accessing recordings and Internet sources of historically authentic performances gives students a unique perspective and basis for comparison of today’s culture. Using music software to support or enhance vocal and instrumental improvisation in various styles and harmonic progressions provides opportunities for musical experiences outside the classroom. Demonstrating adaptability by changing strategies when necessary to achieve success transfers to critical abilities in other disciplines and life pursuits. |
| | Nature of Discipline: <ol style="list-style-type: none"> Musical improvisation provides for increased freedom of expression, exploration in multiple genres of music, encourages creativity, and improves self-confidence. |

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| Content: Music - HS BAND I / PERFORMANCE PATHWAY | |
| Standard: 2. Creation of Music | |
| Valwood Graduates: Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding. | |
| Grade Level Expectation | |
| Concepts and skills students master: 2. Compose simple music in several styles | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Compose music incorporating appropriate voicing and ranges. b. Use a variety of sounds, notational, and technological sources to compose music. c. Notate original musical ideas using traditional notation with a variety of clefs. d. Notate original musical ideas using nontraditional notation, as appropriate. | Inquiry Questions: <ol style="list-style-type: none"> 1. Why is important to understand traditional notation when composing music? 2. How does the element of style affect choices of sounds, voicings, etc.? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. The ability to create music provides a medium for meaningful self-expression. 2. Understanding the use of traditional notation allows the preservation of original musical ideas for others to use. 3. Understanding how composers make their livelihood leads to respect for copyright laws. 4. Understanding how music applies to a variety of careers enables students to consider nontraditional pathways. 5. Using current technologies expands the possibilities for working with sound and making creative musical decisions. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Musical composition adds to the existing body of artistic works, provides for preservation of unique ideas, and may be used as a means of expression. |

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| Content: Music - HS BAND I / PERFORMANCE PATHWAY | |
| Standard: 2. Creation of Music | |
| Valwood Graduates: Create music by composing and/or arranging what is heard or envisioned, in notated or non-notated form, with or without the use of music technology, demonstrating originality and technical understanding | |
| Grade Level Expectation Concepts and skills students master: 3. Arrange selections for voices or instruments other than those for which they were written. | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Arrange music incorporating appropriate voicing and ranges. b. Use a variety of sound, notational, and technological sources to arrange music. c. Notate arranged musical ideas using traditional notation with a variety of clefs. d. Notate arranged musical ideas using nontraditional notation, as appropriate. | Inquiry Questions: <ol style="list-style-type: none"> 1. Why is it necessary to understand instrumentation and voicing when arranging music? 2. How is an understanding of traditional notation important to arranging music? 3. How can one devise their own means of notating sound for others to use? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Recognizing and manipulating timbre and combinations of sounds allows one to arrange music for a variety of settings and purposes. 2. Comparing an arrangement with the original work develops awareness of how music is used to affect mood and action within society (advertising, patriotism, etc.). 3. Using timbres and combinations of sounds that are used in the music of a specific culture leads to increased awareness of that culture and circumstances surrounding the development of its music. 4. Changing musical elements within music by using various software programs provides a means by which one can manipulate the character or mood of the original work and demonstrate originality and inventiveness in work. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Musicians have an infinite number of choices with regard to combinations of musical elements, all of which have a perceivable affect on the resulting character of the musical product. |

3. Theory of Music

The Theory of Music focuses on the understanding of the distinctive language, conventions, mechanics, and structure of music. Investigation of music theory allows for a more complete understanding of all aspects of the musical process, including musical performance and composition.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Theory of Music Standard:

- Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form
- Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples

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| Content: Music - HS BAND I / PERFORMANCE PATHWAY | |
| Standard: 3. Theory of Music | |
| Valwood Graduates: Demonstrate melodic, harmonic, and rhythmic aural skills through identification, transcription, and vocalization or instrumental playback of aural musical examples. | |
| Grade Level Expectation Concepts and skills students master: 1. Interpretation of notated of musical elements and ideas. | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Identify musical elements in written form. b. Describe the uses of elements of music and expressive devices. | Inquiry Questions: <ol style="list-style-type: none"> 1. Why is it important to understand varied orchestrations in diverse repertoire? 2. How can mathematical proofs be related to music? 3. Why is it important to know the timbre of each voice and instrument? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Being able to transpose allows one to rehearse and perform with other instrumentations. 2. Music technology, such as music notation and sequencing software or interactive music websites, can be used to analyze and produce music notation. 3. Ability to compare and contrast aural examples from various cultures leads to discernment of the unique qualities of the culture. 4. Utilizing accurate musical vocabulary allows people to communicate using the language of music. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Musical sound is organized through the use of musical symbols. 2. Musical understanding requires gathering data through different senses. |

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| Content: Music - HS BAND I / PERFORMANCE PATHWAY | |
| Standard: 3. Theory of Music | |
| Valwood Graduates: Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form. | |
| Grade Level Expectation Concepts and skills students master: 2. Classification by genre, style, historical period or culture | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Describe unfamiliar but representative aural examples of music from a given musical genre and explain the reasoning for the classification (such as rock, jazz, classical.) b. Describe unfamiliar but representative aural examples of music from a given musical style and explain the reasoning for the classification (classical or baroque, bebop or swing). c. Describe unfamiliar but representative aural examples of music from a given musical/historical period and explain the reasoning for the classification (renaissance or baroque, '80s pop or '50s rock). d. Describe unfamiliar but representative aural examples of music from a given culture and explain the reasoning for the classification | Inquiry Questions: <ol style="list-style-type: none"> 1. Why should people examine music from cultures other than their own? 2. Why do some cultures not have a word in their native language for music? 3. How can we come to understand the connections of music and society? 4. How does music impact the video and film world? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Historically significant events have an impact on current and future music. 2. An understanding of distinguishing characteristics of musical genre allows people to articulate why diversity in music is important. 3. The Internet provides access to various genres and styles of music as well as music from different historical periods and cultures. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. The unique uses of musical elements are the determining factors for the cultural and historical origins of a given musical work. |

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| Content: Music - HS BAND I / PERFORMANCE PATHWAY | |
| Standard: 3. Theory of Music | |
| Valwood Graduates: Read and employ the language and vocabulary of music in discussing musical examples and writing music, including technology related to melody, harmony, rhythm, style, genre, voicing/orchestration, mood, tonality, expression, and form. | |
| Grade Level Expectation Concepts and skills students master: 3. Analysis of a beginning level composition or performance using musical elements. | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Describe, using a minimum of two markings (dynamic and tempo) when analyzing a musical example. b. Analyze articulation, dynamics and tempo during performances. c. Using current classroom repertoire, identify I, IV, V chords. | Inquiry Questions: <ol style="list-style-type: none"> 1. Why is it important to know musical symbols and terms? 2. How do musical symbols help one analyze a performance or develop as a musician? 3. Why is it important to know how musical symbols and terms are used? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Making informed choices in music reflects personal involvement in the process, which strengthens self-direction and personal decision making. 2. The skills needed in identification of musical symbols parallel the skills used in identification of literary symbols, historical symbols, and symbols/logos used in society. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Understanding musical elements creates a more informed listener. |

4. Aesthetic Valuation of Music

The value of music focuses on the knowledge needed to make an informed evaluation and to provide a well-thought-out critique about a musical piece. It also addresses the beauty, heart, and soul: the aesthetics of music. Valuing music will permit individuals to distinguish between a scholarly and an individual judgment of music.

Valwood Graduate Competencies

The Valwood graduate competencies are the preschool through twelfth-grade concepts and skills that all graduates will be able to demonstrate.

Valwood Graduate Competencies in the Aesthetic Valuation of Music Standard:

- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices
- Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music
- Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life

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| Content: Music - HS BAND I / PERFORMANCE PATHWAY | |
| Standard: 4. Aesthetic Valuation of Music | |
| Valwood Graduates: Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life. | |
| Grade Level Expectation Concepts and skills students master: 1. Practice of appropriate behavior in cultural activities | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: <ol style="list-style-type: none"> a. Demonstrate respect for the music preferences of others. b. Articulate and demonstrate appropriate audience behavior in various kinds of musical performance and music-related events | Inquiry Questions: <ol style="list-style-type: none"> 1. What is the importance of performing music from different historical periods, cultures, and traditions? 2. How does gaining and applying knowledge of appropriate behavior as an audience member enhance the concert experience for an individual and for others? |
| | Relevance and Application: <ol style="list-style-type: none"> 1. Historically significant events impact music during the time period and future. 2. Understanding music of different cultures helps people understand the culture as a whole. 3. Understanding that technology may or may not be used in different cultural contexts gives insight to a culture's belief in the function of music and the quality of a natural versus technologically enhanced performance. |
| | Nature of Discipline: <ol style="list-style-type: none"> 1. Musical activities pertinent to a given culture are illustrative of the people of that culture. 2. Giving attention to and demonstrating respect for those musical activities promote understanding between individuals and ethnicities. |

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| Content: Music HS Band 3 / Performance Pathway | |
| Standard 4. Aesthetic Valuation of Music | |
| Valwood Graduates: Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices | |
| Grade Level Expectation Concepts and skills students master: 2. Evaluation of the quality and effectiveness of musical performances | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: a. Apply specific criteria from similar or exemplary models in evaluating music by others or themselves b. Read and understand professional critiques of musical works and performances | Inquiry Questions: 1. How will evaluating performances help someone become a better musician? 2. What qualifies a specific performance as exemplary? 3. What makes one performance effective over another? 4. What is the relationship between musical criticism and composers/performers? |
| | Relevance and Application: 1. Using audio or video recordings to critique a musical performance and compare it with an existing professional review of the same performance builds understanding of artistic license and exemplary components of a performance. 2. Reviewing individual progress in the preparation of a performance selection over the full course of the rehearsal cycle, using digital recording technology to make periodic recordings, and making reflective written review of each recording toward improvement of performance reinforce the cyclical nature of critique and evaluation. 3. Participating in musical assessment exchanges, in which individuals partner with others to exchange reviews of music works in progress, to improve performance provides development of interpersonal skills required to make and accept criticism effectively. |
| | Nature of Discipline: 1. Musical performance skills are improved through the ability to critically evaluate performances. 2. Performing musicians progress and improve through reflective review. |

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| Content: Music HS Band 3 / Performance Pathway | |
| Standard 4. Aesthetic Valuation of Music | |
| Valwood Graduates: Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices | |
| Grade Level Expectation Concepts and skills students master: 2. Development of criteria-based aesthetic judgment of the artistic process and products in music | |
| Evidence Outcomes | 21st Century Skills and Readiness Competencies |
| Students can: c. Develop criteria for making informed aesthetic (personal) judgments about music d. Make and defend informed aesthetic (personal) judgments based on the criteria developed e. Discuss, with some understanding, the ideas of aesthetic qualities and aesthetic appreciation | Inquiry Questions: 1. Why is it important to cite specific musical details when making judgments about a piece of music? 2. What kind of personal viewpoints or concerns might prevent an objective aesthetic evaluation of a musical work or performance? 3. Art philosophers argue the difference between the qualities and value of original works of visual art and forgeries or the same works. What issues might be similar in music? 4. Is all music (and art) beautiful? |
| | Relevance and Application: 1. The ability to aesthetically critique music provides a more in-depth understanding of cultural traditions and exemplary works. 2. Reviewing and discussing the ideas that early philosophers like Plato and Aristotle had about the aesthetics of music provide historical and philosophical perspectives on the aesthetics of music. 3. Exploring the place of process, product, and aesthetic content in music creation and performance enhances people’s understanding of the meaning of music and its relationship to meaning in life. |
| | Nature of Discipline: 3. Musicians possess the ability to develop and defend opinions about personal musical choices because it is essential to success in musical careers. 4. While many of the basic arguments about the nature of art and beauty began many centuries ago and are still unresolved, it still expands people’s understanding of music and the arts to think about these issues. |