

**H.M.S. COMMUNITY SCHOOL INSTRUMENTAL MUSIC  
STANDARDS & BENCHMARKS  
Grades 9-12**

Jerry Klein

**FINE ARTS PHILOSOPHY**

Education in the fine arts benefits the student because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. This process requires not merely an active mind, but also a trained mind. An education in the fine arts benefits society because students of the fine arts gain powerful tools for understanding human experiences and cultures of both past and present. They learn to respect the often very different ways others have of thinking, working, and expressing themselves. Students of the fine arts learn to make decisions in situations where there are no standard answers. Their natural creativity is stimulated and they learn to develop it to meet the needs of a complex and competitive society. As study and competence in the fine arts reinforce one another the individual student's joy of learning becomes real, tangible, and powerful.

**MUSIC PHILOSOPHY**

Music is a basic expression of human culture. Performing, creating, and responding to music are the fundamental music processes in which humans engage. Students learn by doing. Singing, playing instruments, moving to music, and creating music enable them to acquire musical skills and knowledge that can be developed in no other way. Learning to read and notate music gives them a skill with which to explore music independently and with others. Listening to, analyzing, and evaluating music are important building blocks of musical learning. A music student's education should prepare them for lifelong musical involvement and enjoyment.

## **Instrumental Music Grades 9-12**

### **STANDARD 1. Singing, alone and with others, a varied repertoire of music**

NA

### **STANDARD 2. Performing on instruments, alone and with others, a varied repertoire of music**

1. Perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath or stick control.
2. Perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty up to 4, on a scale of 1 to 6.
3. Perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.
4. Perform music representing diverse genres and cultures, with expression appropriate for the work being performed.
5. Perform in small ensembles with one student on a part

### **STANDARD 3. Improvising melodies, variations, and accompaniments**

1. Students improvise stylistically appropriate harmonizing parts
2. Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
3. Students improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality
4. Students improvise stylistically appropriate harmonizing parts in a variety of styles
5. Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

#### **STANDARD 4. Composing and arranging music within specified guidelines**

NA

#### **STANDARD 5. Reading and notating music**

1. Read at sight simple melodies in both the treble and bass clefs.
2. Identify and divine standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
3. reads music that contains moderate technical demands, expanded ranges, and varied interpretive requirements. Difficulty level of 3 on a scale of 1-6

#### **STANDARD 6. Listening to, analyzing, and describing music**

1. Identify simple music forms
2. Describe specific music events in a given aural example, using appropriate terminology
3. Demonstrate extensive knowledge of the technical vocabulary of music
4. Identify the sounds of a variety of musical instruments

#### **STANDARD 7. Evaluating music and music performances**

1. Students analyze aural examples of a varied repertoire of music, by describing the uses of elements of music and expressive devices
2. Students demonstrate extensive knowledge of the technical vocabulary of music
3. Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release and give examples of other works that make similar uses.

**STANDARD 8. Understanding relationships between music, the other arts, and disciplines outside the arts**

1. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music.
2. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.
3. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

**STANDARD 9. Understanding music in relation to history and culture**

1. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.
2. Classify by genre and style (and , if applicable, by historical period, composer, and title) a varied body of exemplary (that is, high-quality and characteristics that cause each work to be considered exemplary).
3. Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them.