

AMERICAN INTERNATIONAL
SCHOOL OF LAGOS

High School Music Standards



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AISL HS MUSIC ACADEMIC STANDARDS

HIGH SCHOOL CHORAL MUSIC

High School Vocal Music continues to build on the comprehensive music education students have received in Middle School. The school has flexibility in determining and developing courses which meet the competency goals and objectives for Choral Music up to the IB level. Examples of courses which may be offered as a level IV vocal class include: Girls' Chorus, Boys' Chorus, Vocal Ensemble, Concert Choir, and other advanced courses developed by the music department. Students participating in a High School Vocal Music course are expected to meet all of the competency goals and objectives provided in the previous courses. High School vocal music will provide students with opportunities to develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument, sing increasingly challenging vocal literature, perform at school concerts as a choir or in small ensemble groups, and apply reading and notating skills. Students in this choir are encouraged to audition for select ensembles at the high school level (AMIS honor choir, other select choir groups.)

Standard 1

PERFORMING MUSIC: Singing Alone And With Others

Students sing repertoire representing various styles and cultures. They sing accurately and expressively from a score and from memory and use proper vocal technique. They sing independently and in large and small ensembles, and they respond to the cues of a conductor.

- H.1.1 Sing using proper vocal technique including body alignment, breath support and control, position of tongue and jaw, and use of resonance.
- H.1.2 Sing accompanied and a cappella historical and contemporary repertoire from Western and non-Western traditions in a variety of languages, and using traditional and non-traditional notation.
- H.1.3 Sing music in four parts having a difficulty level of 4 (on a scale of 1 to 6).
- H.1.4 Sing literature representing a variety of vocal styles expressively, utilizing appropriate dynamic contrast, phrasing, and articulation alone or in ensembles, from a score and from memory. Add suitable movement and/or body percussion to enhance the performance of vocal repertoire.
- H.1.5 Sing an independent vocal part with other ensemble members while maintaining balance and blend of volume and tone quality.
- H.1.6 Learn conducting patterns and techniques and follow cues of teacher and student conductors.

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Advanced

- H.1.7 Sing musical works arranged for a variety of voicings such as SSA, TBB, SSATBB, or SSAATTBB.
- H.1.8 Sing a variety of repertoire having a difficulty level of 5 (on a scale of 1 to 6) with correct technique and expression.
- H.1.9 Sing appropriate repertoire in a variety of styles in small ensembles, a cappella and accompanied, with one student per vocal part.

Standard 2

CREATING MUSIC: Improvising Melodies, Variations, And Accompaniments

Students improvise warm-ups, melodies, harmonizations, and variations in the context of the choral rehearsal.

- H.2.1 Improvise call and response conversations in vocal warm-ups.
- H.2.2 Improvise a two, three, or four part harmonization for a known melody.
- H.2.3 Vary a familiar melody by adding or changing notes or altering the rhythmic structure of the melody as in gospel music.
- H.2.4 Improvise an accompanying bass line for a given melody.
- H.2.5 Improvise a stylistically appropriate melody over a given chord progression, such as scat syllables over a twelve bar blues progression.
- H.2.6 Improvise melodies, harmonies, and accompaniments in styles from various musical eras or cultural traditions.

Standard 3

CREATING MUSIC: Composing And Arranging Music Within Specified Guidelines

Students create vocal warm-ups and accompaniments to enhance performance.

- H.3.1 Compose and conduct warm-ups that develop vocal technique.
- H.3.2 Compose warm-ups that address vocal problems in repertoire being studied.
- H.3.3 Compose warm-ups using stylistic devices found in repertoire studied.
- H.3.4 Compose and rehearse melodic, harmonic, or rhythmic accompaniments to enhance performance of repertoire.

AISL HS MUSIC ACADEMIC STANDARDS

Advanced

H.3.5 Write original compositions or arrangements to be performed by the ensemble.

Standard 4

RESPONDING TO MUSIC: Reading, Notating, And Interpreting Music

Students read and interpret vocal scores. They sight-read music using a consistent method.

H.4.1 Read and perform vocal scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive detail.

H.4.2 Interpret non-standard notation used in various contemporary scores.

H.4.3 Sight-read music with an appropriate level of difficulty in major and minor keys, using a consistent method.

H.4.4 Read and follow other voice parts in a score.

Standard 5

RESPONDING TO MUSIC: Listening To, Analyzing, And Describing Music

Students listen to recordings of choral repertoire and analyze and discuss elements of the composition and interpretation. They analyze choral works being rehearsed and compositional elements that affect performance.

H.5.1 Listen to recordings of a variety of ensembles and repertoire. Identify and describe voicing, language, accompaniment, texture, form, compositional devices, style, and genre.

H.5.2 Compare two recordings of a choral work and note similarities and differences in phrasing, tempo, dynamic levels, tone quality, and use of articulations.

H.5.3 Analyze and discuss compositional elements heard in choral works being studied such as form, meter, cadences, harmonic progressions, phrasing, and modulation and their effect on performance.

H.5.4 Describe compositional elements in repertoire being studied that may convey a particular emotion or mood.

Advanced

H.5.5 Listen to, analyze, and discuss the relationship of movements or sections of larger musical works being sung such as the mass or oratorio.

AISL HS MUSIC ACADEMIC STANDARDS

Standard 6

RESPONDING TO MUSIC: Evaluating Music And Music Performances

Students establish criteria for evaluating choral repertoire and performances and demonstrate performance behaviors appropriate to various concert venues.

- H.6.1 Discuss the musical qualities in choral repertoire heard or studied that evoke various responses or emotions in listeners and performers.
- H.6.2 Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of choral performances.
- H.6.3 Use established criteria and appropriate musical terminology to write critiques of choral concerts.
- H.6.4 Establish criteria for selecting solo or small ensemble repertoire, based on level of difficulty and appropriateness for specific performance venues.
- H.6.5 Identify and demonstrate appropriate performance behaviors in a variety of concert venues.

Standard 7

RESPONDING TO MUSIC: Understanding Relationships Between Music, The Other Arts, And Disciplines Outside The Arts

Students explore the relationship of music and text and utilize writing and other art forms to enhance understanding and performance of choral repertoire. They understand physical properties related to singing.

- H.7.1 Explore the relationship of music and text in repertoire being studied, including understanding the text as literature and identifying musical devices that enhance its meaning.
- H.7.2 Understand the physiological basis for good singing posture and technique and demonstrate healthy singing habits.
- H.7.3 Understand acoustical properties of various performance venues and the implications for vocal production.
- H.7.4 Compare choral works and other art forms with similar characteristics and effects to enhance understanding and interpretation of the music.
- H.7.5 Recognize how choral performance can be enhanced through related art forms such as dance and visual arts.
- H.7.6 Respond to specific writing prompts such as, “How does the visual aspect of a choral performance affect the listeners’ response to the music?”

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Standard 8

RESPONDING TO MUSIC: Understanding Music In Relation To History And Culture

Students investigate and write about the background of music studied and perform repertoire in a manner that reflects cultural and historical traditions. They understand the suitability of various choral works and vocal styles for given situations. They are aware of opportunities for further study and potential careers in vocal music.

- H.8.1 Explore the genre, style, composer, and historical background of repertoire being studied.
- H.8.2 Sing in languages from various cultures using accurate pronunciation and diction, and analyze the relationship of text and music when sung in the original language as opposed to a translation.
- H.8.3 Perform choral repertoire in an authentic style that reflects its culture of origin and consider the role music plays in that culture.
- H.8.4 Understand and describe characteristics of musical works and vocal styles that make them appropriate for specific situations.
- H.8.5 Research and write an informative article about repertoire being studied that could be used for publicity, in a concert program, or as part of an “informance.”
- H.8.6 Discuss opportunities and preparation for further study and careers in vocal music.

A student exiting this course will be able to:

- Develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument
- Sing with increased technical accuracy and expression
- Refine sightreading and ear training skills
- Sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys
- Sing vocal literature representing diverse genres, styles, and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas.

AISL HS MUSIC ACADEMIC STANDARDS

HIGH SCHOOL INSTRUMENTAL MUSIC

High School instrumental music continues to build on the comprehensive music education students have received in middle school instrumental music. The music department has flexibility in determining and developing courses which meet the goals and objectives for Instrumental High School Music. Examples of courses which may be offered in a higher level instrumental class include: Concert Band, Symphonic Band, Jazz Band, String Ensemble, and other courses developed by the music department. Students participating in a high school instrumental course are expected to meet all of the goals and objectives provided in the previous courses. High school instrumental classes will provide students with opportunities to develop and demonstrate appropriately advanced instrumental practices and play with highly refined technical accuracy, expression, phrasing and interpretation, with advancing/advanced technical facility and expanded ranges. Students in this band will be encouraged to audition for honor ensembles at the international level (AMIS High School Honor Band, Orchestra, or Choir)

Standard 1

PERFORMING MUSIC: Playing An Instrument Alone And With Others

Students play repertoire representing a variety of styles and cultures independently and in ensembles. They perform accurately, expressively, and with appropriate tone quality. They demonstrate well-developed ensemble skills and follow the directions of a conductor.

- H.1.1 Play with appropriate tone quality, accurate tuning and intonation, and good breath support, posture, and hand position.
- H.1.2 Play major scales, three forms of minor scales, and chromatic scales.
- H.1.3 Play a variety of repertoire accurately and expressively with correct pitches and rhythm, and appropriate tempo, dynamics, phrasing, and articulation.
- H.1.4 Play a variety of historical and contemporary repertoire from Western and non-Western cultures that uses both traditional and non-traditional notation.
- H.1.5 Play a variety of repertoire with a difficulty level of 4 (on a scale of 1 to 6).
- H.1.6 Play an appropriate part in a variety of large and small ensembles, demonstrating well-developed ensemble skills.
- H.1.7 Learn conducting patterns and techniques and follow cues of teacher and student conductors.

Advanced

- H.1.8 Play compositions arranged for a variety of ensemble types such as woodwind quintet, string quartet, flute choir, and percussion ensemble.
- H.1.9 Play a variety of repertoire with a difficulty level of 5 (on a scale of 1 to 6).
- H.1.10 Play a variety of appropriate repertoire in small ensembles with one student per part.

AISL HS MUSIC ACADEMIC STANDARDS

Standard 2

CREATING MUSIC: Improvising Melodies, Variations, And Accompaniments

Students create instrumental improvisations over given chord progressions. They improvise rhythmic and melodic variations and harmonizations of known tunes.

- H.2.1 Create an improvised melody over a twelve bar blues chord progression.
- H.2.2 Improvise a simple melody over a major or minor primary chord progression.
- H.2.3 Embellish a melody by altering its rhythmic structure or by adding or changing notes such as passing tones and other non-harmonic tones.
- H.2.4 Improvise a harmony part to a given familiar melody.

Advanced

- H.2.5 Improvise solos utilizing jazz techniques such as half-valves, scoops, and lip bends.
- H.2.6 Improvise solos on original melodies over given chord progressions.
- H.2.7 Improvise melodies, harmonies, and accompaniments in styles from various musical eras or cultures.

Standard 3

CREATING MUSIC: Composing And Arranging Music Within Specified Guidelines

Students create and play warm-ups and transpose melodic material.

- H.3.1 Compose and play independent warm-ups to improve technique, tone quality, and intonation.
- H.3.2 Compose warm-ups that address technical problems in repertoire being studied.
- H.3.3 Compose warm-ups using stylistic devices found in repertoire studied.
- H.3.4 Transpose a given melody for one instrument to another.

Advanced

- H.3.5 Write original compositions or arrangements to be performed by the ensemble.

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Standard 4

RESPONDING TO MUSIC: Reading, Notating, And Interpreting Music

Students read and interpret instrumental scores. They sight-read music using a consistent method.

- H.4.1 Read and perform instrumental scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive detail.
- H.4.2 Interpret non-standard notation used in various contemporary scores.
- H.4.3 Sight-read music with an appropriate level of difficulty in major and minor keys, using a consistent method.

Standard 5

RESPONDING TO MUSIC: Listening To, Analyzing, And Describing Music

Students listen to recordings of instrumental repertoire and analyze and discuss elements of the composition and interpretation. They analyze works being rehearsed and compositional elements that affect performance.

- H.5.1 Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, texture, compositional devices, form, style, and genre.
- H.5.2 Compare two recordings of a work and note similarities and differences in phrasing, tempo, dynamic levels, articulations, and prominence given to various parts.
- H.5.3 Analyze and discuss compositional elements heard in works being studied such as meter, cadences, harmonic progressions, phrasing, and musical devices and their effect on performance.
- H.5.4 Listen to, analyze, and discuss the relationship of movements or sections in extended works being played such as a suite or symphony.
- H.5.5 Identify compositional elements in repertoire being studied that may convey a particular emotion or mood.

Standard 6

RESPONDING TO MUSIC: Evaluating Music And Music Performances

Students establish criteria for evaluating instrumental performances and demonstrate performance behaviors appropriate to various concert venues.

- H.6.1 Discuss the musical qualities in instrumental repertoire heard or studied that evoke various responses or emotions in listeners and performers.
- H.6.2 Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.

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- H.6.3 Use established criteria and appropriate musical terminology to write critiques of instrumental concerts.
- H.6.4 Establish criteria for selecting solo or small ensemble repertoire, based on level of difficulty and appropriateness for specific performance venues.
- H.6.5 Identify and demonstrate appropriate performance behaviors in a variety of concert venues.

Standard 7

RESPONDING TO MUSIC: Understanding Relationships Between Music, The Other Arts, And Disciplines Outside The Arts.

Students explore physical properties related to instrumental performance. They read, write, and utilize other art forms to enhance understanding of music studied and performed.

- H.7.1 Understand the physiological basis for good playing posture and technique.
- H.7.2 Understand acoustical properties of various performance venues and the implications for tone production.
- H.7.3 Explore and identify musical devices that portray programmatic aspects of music being studied such as “Spring” from Vivaldi’s *The Seasons*.
- H.7.4 Read the text of vocal works that serve as the basis for larger instrumental compositions such as folk songs or hymns.
- H.7.5 Compare instrumental works and other art forms with similar characteristics and effects to enhance understanding and interpretation of the music.
- H.7.6 Recognize how instrumental performance can be enhanced through related art forms such as dance and visual arts.
- H.7.7 Respond to specific writing prompts such as, “What should be the role of competition in an instrumental ensemble?”

Standard 8

RESPONDING TO MUSIC: Understanding Music In Relation To History And Culture

Students investigate and write about the background of music studied and instruments played and perform repertoire in a manner that reflects cultural and historical traditions. They understand the suitability of various instrumental works and performance styles for given situations. They are aware of opportunities for further study and potential careers in instrumental music.

- H.8.1 Explore the genre, style, composer, and historical background of repertoire being studied.
- H.8.2 Investigate the cultural origin and evolution of specific instruments as related to music being studied.

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- H.8.3 Perform instrumental repertoire in an authentic style that reflects its culture of origin, and consider the role music plays in that culture.
- H.8.4 Understand and describe characteristics of musical works, types of ensembles, and performance styles appropriate for specific situations.
- H.8.5 Research and write an informative article about repertoire being studied that could be used for publicity, in a concert program, or as part of an “informance.”
- H.8.6 Discuss opportunities and preparation for further study and careers in instrumental music. Students exiting this course will be able to:
- Develop and demonstrate advanced instrumental practices
 - Play with increased technical accuracy and expression
 - Refine sightreading and ear training skills
 - Play difficult instrumental literature which requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements
 - Play instrumental literature representing diverse genres, styles, and cultures
 - Use singing as appropriate
 - Refine skills in improvising, composing and arranging music
 - Refine skills in listening to, analyzing, and evaluating musical experiences
 - Apply reading and notating skills with traditional and non-traditional music
 - Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

AISL HS MUSIC ACADEMIC STANDARDS

HIGH SCHOOL MUSIC THEORY AND COMPOSITION- ADDITION TO SYMPHONIC BAND AND PREPARATION FOR IB MUSIC 1 AND 2

Standard 1 **PERFORMING MUSIC: Singing Alone And With Others**

Students sing independently and in groups to demonstrate understanding of theoretical concepts.

- H.1.1 Sing melodic and harmonic intervals.
- H.1.2 Sing major and minor scales and modes.
- H.1.3 Sing musical examples using a consistent method such as numbers or solfège, to develop independence in sight singing.

Standard 2 **PERFORMING MUSIC: Playing An Instrument Alone And With Others**

Students play rhythmic, melodic, and harmonic patterns and accompaniments, in addition to advanced performance on a band/string instrument, or advanced vocal performance.

- H.2.1 Play melodic, rhythmic, and harmonic patterns on keyboard, percussion, or other instruments.
- H.2.2 Play simple melodies and accompaniments that use primary chord progressions.

Standard 3 **CREATING MUSIC: Improvising Melodies, Variations, And Accompaniments**

Students create melodic improvisations over given chord progressions and simple harmonizations for established melodies. They improvise melodies, variations, and accompaniments in various styles.

- H.3.1 Improvise a melody within specified guidelines such as length, range, and stylistic characteristics.
- H.3.2 Improvise a melody that is compatible with a given chord progression.
- H.3.3 Improvise a countermelody for a given melody.
- H.3.4 Embellish a melody by adding or changing notes such as passing tones and other non-harmonic tones or by altering its rhythmic structure.
- H.3.5 Improvise melodies, harmonies, and accompaniments in styles from various musical eras or cultural traditions.

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Standard 4

CREATING MUSIC: Composing And Arranging Music Within Specified Guidelines

Students compose melodies that demonstrate compositional principles. They arrange music for various voicings and instruments.

- H.4.1 Compose simple melodies that demonstrate the principles of unity, variety, repetition, contrast, form, and melodic contour.
- H.4.2 Arrange music for different instruments or voices than originally written including transposing instruments.

Advanced/IB 2

- H.4.3 Create an original work that utilizes compositional techniques found in an existing musical example.
- H.4.4 Arrange a known work in a different style or for different instrumentation.
- H.4.5 Create a composition for a combination of voices or instruments that fits the range and capabilities of each.

Standard 5

RESPONDING TO MUSIC: Reading, Notating, And Interpreting Music

Students follow musical notation while listening and identify symbols found in a musical score.

- H.5.1 Follow traditional and non-standard notation in musical scores while listening to aural examples.
- H.5.2 Identify symbols found in a musical score.

Standard 6

RESPONDING TO MUSIC: Listening To, Analyzing, And Describing Music

Students identify and describe musical elements, forms, and compositional devices from aural examples.

- H.6.1 Identify musical forms from aural examples such as AB, ABA, rondo, fugue, or theme and variations.
- H.6.2 Use correct terminology when describing musical events, musical devices, or instruments used within an example from a musical work.
- H.6.3 Listen to and compare musical examples of different styles, genres, and time periods.
- H.6.4 Use correct terminology to identify elements and compositional devices in aural examples such as form, texture, meter, cadences, harmonic progressions, non-harmonic tones, and key changes.
- H.6.5 Discuss how certain compositional elements or techniques could convey particular emotions or moods.

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Standard 7

RESPONDING TO MUSIC: Evaluating Music And Music Performances

Students establish criteria and evaluate their compositions.

- H.7.1 Establish criteria and evaluate musical examples composed to illustrate designated musical principles.
- H.7.2 Establish criteria to evaluate student compositions, based on understanding of compositional techniques.

Standard 8

RESPONDING TO MUSIC: Understanding Relationships Between Music, The Other Arts, And Disciplines Outside The Arts.

SEE SYMPHONIC BAND EQUIVALENT

Standard 9

RESPONDING TO MUSIC: Understanding Music In Relation To History And Culture

Students identify musical characteristics of their own and other historical eras and cultures. They explore the process of music publication. These standards are IN ADDITION to those listed in the Symphonic Band standards section

- H.9.1 Recognize compositional devices of music of the Baroque, Classical, Romantic, and Contemporary periods and jazz.
- H.9.2 Recognize characteristics of music from various Western and non-Western cultures.
- H.9.3 Explore the process for submission and publication of musical compositions.

Standard 10

RESPONDING TO MUSIC: Understanding Music In Relation To History And Culture

Students relate music to historical and cultural contexts and identify distinguishing characteristics of different styles and genres. They recognize societal influences on composers' roles and works, as well as the influence of music and musicians on society.

- H.10.1 Relate music to the historical period and culture in which it was created including the arts and literature, scientific developments, historical events, and political and economic climate.
- H.1.2 Recognize social and political influences throughout history on composers' roles and their musical works.
- H.1.3 Distinguish unfamiliar works of different styles, genres, cultures, and historical periods based on aural identification of representative characteristics.
- H.1.4 Explore the role of various musical styles and genres in past and contemporary American culture.
- H.1.5 Listen to examples of program music related to historical events, placing them on a

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- H.1.6 Investigate past and contemporary uses of music to influence societal change.
- H.1.7 Recognize the involvement of noted contemporary artists in the global community and their use of music to raise awareness of and influence societal issues.
- H.1.8 Respond to specific writing prompts such as, “Based on your experience with music from various cultures and historic periods, do you agree or disagree with the statement that music is a universal language?”
- H.1.9 Attend live performances of various styles and genres.

High School Symphonic Band

Curriculum Overview and Standards

High School instrumental music continues to build on the comprehensive music education students have received in middle school instrumental music. The music department has flexibility in determining and developing courses which meet the goals and objectives for Instrumental High School Music. Examples of courses which may be offered in a higher level instrumental class include: Symphonic Band, Jazz Band, String Ensemble, and other courses developed by the music department. Students participating in a high school instrumental course are expected to meet all of the goals and objectives provided in the previous courses. High school instrumental classes will provide students with opportunities to develop and demonstrate appropriately advanced instrumental practices and play with highly refined technical accuracy, expression, phrasing and interpretation, with advancing/advanced technical facility and expanded ranges. Students in this band will be encouraged to audition for honor ensembles at the international level (AMIS High School Honor Band, Orchestra, or Choir)

Standard 1

PERFORMING MUSIC: Playing an instrument alone and with others

Students play repertoire representing a variety of styles and cultures independently and in ensembles. They perform accurately, expressively, and with appropriate tone quality. They demonstrate well-developed ensemble skills and follow the directions of a conductor.

H.1.1 Play with appropriate tone quality, accurate tuning and intonation, and good breath support, posture, and hand position.

H.1.2 Play major scales, three forms of minor scales, and chromatic scales.

H.1.3 Play a variety of repertoire accurately and expressively with correct pitches and rhythm, and appropriate tempo, dynamics, phrasing, and articulation.

H.1.4 Play a variety of historical and contemporary repertoire from Western and non-Western cultures that uses both traditional and non-traditional notation.

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H.1.5 Play a variety of repertoire with a difficulty level of 4 (on a scale of 1 to 6).

H.1.6 Play an appropriate part in a variety of large and small ensembles, demonstrating well-developed ensemble skills.

H.1.7 Learn conducting patterns and techniques and follow cues of teacher and student conductors.

Advanced

H.1.8 Play compositions arranged for a variety of ensemble types such as woodwind quintet, string quartet, flute choir, and percussion ensemble.

H.1.9 Play a variety of repertoire with a difficulty level of 5 (on a scale of 1 to 6).

H.1.10 Play a variety of appropriate repertoire in small ensembles with one student per part.

Standard 2

CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students create instrumental improvisations over given chord progressions. They improvise rhythmic and melodic variations and harmonizations of known tunes.

H.2.1 Create an improvised melody over a twelve bar blues chord progression.

H.2.2 Improvise a simple melody over a major or minor primary chord progression.

H.2.3 Embellish a melody by altering its rhythmic structure or by adding or changing notes such as passing tones and other non-harmonic tones.

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H.2.4 Improvise a harmony part to a given familiar melody.

Advanced

H.2.5 Improvise solos utilizing jazz techniques such as half-valves, scoops, and lip bends.

H.2.6 Improvise solos on original melodies over given chord progressions.

H.2.7 Improvise melodies, harmonies, and accompaniments in styles from various musical eras or cultures.

Standard 3

CREATING MUSIC: Composing and arranging music within specified guidelines

Students create and play warm-ups and transpose melodic material.

H.3.1 Compose and play independent warm-ups to improve technique, tone quality, and intonation.

H.3.2 Compose warm-ups that address technical problems in repertoire being studied.

H.3.3 Compose warm-ups using stylistic devices found in repertoire studied.

H.3.4 Transpose a given melody for one instrument to another.

Advanced

H.3.5 Write original compositions or arrangements to be performed by the ensemble.

Standard 4

RESPONDING TO MUSIC: Reading, notating, and interpreting music

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Students read and interpret instrumental scores. Students sight-read music using a consistent method.

H.4.1 Read and perform instrumental scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive detail.

H.4.2 Interpret non-standard notation used in various contemporary scores.

H.4.3 Sight-read music with an appropriate level of difficulty in major and minor keys, using a consistent method.

Standard 5

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students listen to recordings of instrumental repertoire and analyze and discuss elements of the composition and interpretation. They analyze works being rehearsed and compositional elements that affect performance.

H.5.1 Listen to recordings of instrumental ensembles playing appropriate repertoire. Identify and describe instrumentation, texture, compositional devices, form, style, and genre.

H.5.2 Compare two recordings of a work and note similarities and differences in phrasing, tempo, dynamic levels, articulations, and prominence given to various parts.

H.5.3 Analyze and discuss compositional elements heard in works being studied such as meter, cadences, harmonic progressions, phrasing, and musical devices and their effect on performance.

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- H.5.4 Listen to, analyze, and discuss the relationship of movements or sections in extended works being played such as a suite or symphony.
- H.5.5 Identify compositional elements in repertoire being studied that may convey a particular emotion or mood.

Standard 6

RESPONDING TO MUSIC: Evaluating music and music performances

Students establish criteria for evaluating instrumental performances and demonstrate performance behaviors appropriate to various concert venues.

- H.6.1 Discuss the musical qualities in instrumental repertoire heard or studied that evoke various responses or emotions in listeners and performers.
- H.6.2 Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of instrumental performances.
- H.6.3 Use established criteria and appropriate musical terminology to write critiques of instrumental concerts.
- H.6.4 Establish criteria for selecting solo or small ensemble repertoire, based on level of difficulty and appropriateness for specific performance venues.
- H.6.5 Identify and demonstrate appropriate performance behaviors in a variety of concert venues.

High School Symphonic Band

Standard 7

RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts.

Students explore physical properties related to instrumental performance. They read, write, and utilize other art forms to enhance understanding of music studied and performed.

- H.7.1 Understand the physiological basis for good playing posture and technique.
- H.7.2 Understand acoustical properties of various performance venues and the implications for tone production.
- H.7.3 Explore and identify musical devices that portray programmatic aspects of music being studied such as “Spring” from Vivaldi’s *The Seasons*.
- H.7.4 Read the text of vocal works that serve as the basis for larger instrumental compositions such as folk songs or hymns.
- H.7.5 Compare instrumental works and other art forms with similar characteristics and effects to enhance understanding and interpretation of the music.
- H.7.6 Recognize how instrumental performance can be enhanced through related art forms such as dance and visual arts.
- H.7.7 Respond to specific writing prompts such as, “What should be the role of competition in an instrumental ensemble?”

High School Symphonic Band

Standard 8

RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students investigate and write about the background of music studied and instruments played and perform repertoire in a manner that reflects cultural and historical traditions. They understand the suitability of various instrumental works and performance styles for given situations. They are aware of opportunities for further study and potential careers in instrumental music.

- H.8.1 Explore the genre, style, composer, and historical background of repertoire being studied.
- H.8.2 Investigate the cultural origin and evolution of specific instruments as related to music being studied.
- H.8.3 Perform instrumental repertoire in an authentic style that reflects its culture of origin, and consider the role music plays in that culture.
- H.8.4 Understand and describe characteristics of musical works, types of ensembles, and performance styles appropriate for specific situations.
- H.8.5 Research and write an informative article about repertoire being studied that could be used for publicity, in a concert program, or as part of a private recital.
- H.8.6 Discuss opportunities and preparation for further study and careers in instrumental music.

High School Symphonic Band

Students exiting this course will be able to:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sightreading and ear training skills
- Play difficult instrumental literature which requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing as appropriate
- Refine skills in improvising, composing and arranging music
- Refine skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills with traditional and non-traditional music
- Develop an understanding of instrumental literature in relationship to history, culture, and other content areas

Grading Rubric for High School Symphonic Band

A - 100-90

Attendance

Student is on time with all absences excused. Student always demonstrates dependability, productivity and initiative.

Practices

Student practices the recommended 3 hours a week.

Performances

Student attends all performances and dress rehearsals

Behavior

Students consistently demonstrate respect for themselves and others. They offer to help others out without being asked. They go the extra mile in many areas of good citizenship.

Homework

Student brings in all homework assignments on time.

Preparedness (Music)

Student is prepared every class with all music on the stand by 5 minutes after the bell.

Preparedness (Instrument)

Student always has instrument out of case, warmed up, and ready for rehearsal.

Performance Attire

Student always wears the correct attire for a performance.

High School Symphonic Band

B-C

80-70

Attendance

Student is late a few times to class with most absences excused. Student mostly demonstrates dependability, productivity and initiative.

Practices

Student practices the recommended 3 hours a week.

Performances

Student misses 1 performance and 1 dress rehearsal.

Behavior

Students usually demonstrate respect for themselves and others. They need occasional behavior reminders throughout the marking period.

Homework

Student hands in 2-3 homework assignments 1 day late.

Preparedness (Music)

Student is still gathering their music 5 minutes after the bell.

Preparedness (Instrument)

Student usually has instrument out of case, warmed up, and ready for rehearsal.

Performance Attire

Student usually has correct attire for performance, but occasionally forgets a piece of the ensemble.

D-F - Below 70

Attendance

Student is generally late and often misses class. Student rarely demonstrates dependability, productivity and initiative.

Practices

Student practices below the recommended 3 hours a week.

Performances

Student misses more than 1 performance and /or dress rehearsals.

Behavior

Students rarely demonstrates respect for themselves and others. They need frequent behavior reminders throughout the marking period.

Homework

Student hands in more than 3 homework assignments in late.

Preparedness (Music)

Student is missing music and can not find it.

Preparedness (Instrument)

Student rarely has instrument out of case, warmed up, and ready for rehearsal.

Performance Attire

Student rarely has correct attire for performance and usually has to ask others to help in assembling his attire.

Texts

Foundations for Superior Performance - Richard Williams & Jeff King

Standard of Excellence - Bruce Pearson

IB Music Curriculum Overview and Standards

Students in the IB Music I are offered the chance to specialize in one particular strand of music, having spent their Middle School years engaged in more broad-based activities. They may choose to focus on performing, music theory or music history/appreciation. In the case of IB Music II, students are required to pursue all three strands, with additional studies in music composition. Success in the IB program is a recognized and significant mark of achievement for AISL students. The IB Music has been designed to give students the skills necessary to become capable and enthusiastic IB candidates.

Students in IB Music are required to complete a minimum of one year of music, but many are and have been involved in one of our Performance groups as well. IB Music students in a performance group will be encouraged to inspire and tutor and set an example to the younger student.

IB Standards

Standard 1

PERFORMING MUSIC: Singing alone and with others

Students sing independently and in groups to demonstrate understanding of theoretical concepts.

H.1.1 Sing melodic and harmonic intervals.

H.1.2 Sing major and minor scales and modes.

H.1.3 Sing musical examples using a consistent method such as numbers or solfège, to develop independence in sight singing.

Standard 2

PERFORMING MUSIC: Playing an instrument alone and with others

Students play rhythmic, melodic, and harmonic patterns and accompaniments, in addition to advanced performance on a band/string instrument, or advanced vocal performance.

H.2.1 Play melodic, rhythmic, and harmonic patterns on keyboard, percussion, or other instruments.

H.2.2 Play simple melodies and accompaniments that use primary chord progressions.

IB Music Curriculum Overview and Standards

Standard 3

CREATING MUSIC: Improvising melodies, variations, and accompaniments

Students create melodic improvisations over given chord progressions and simple harmonies for established melodies. They improvise melodies, variations, and accompaniments in various styles.

- H.3.1 Improvise a melody within specified guidelines such as length, range, and stylistic characteristics.
- H.3.2 Improvise a melody that is compatible with a given chord progression.
- H.3.3 Improvise a countermelody for a given melody.
- H.3.4 Embellish a melody by adding or changing notes such as passing tones and other non-harmonic tones or by altering its rhythmic structure.
- H.3.5 Improvise melodies, harmonies, and accompaniments in styles from various musical eras or cultural traditions.

Standard 4

CREATING MUSIC: Composing and arranging music within specified guidelines

Students compose melodies that demonstrate compositional principles. They arrange music for various voicing and instruments.

- H.4.1 Compose simple melodies that demonstrate the principles of unity, variety, repetition, contrast, form, and melodic contour.
- H.4.2 Arrange music for different instruments or voices than originally written including transposing instruments.

Advanced/IB 2

- H.4.3 Create an original work that utilizes compositional techniques found in an existing musical example.
- H.4.4 Arrange a known work in a different style or for different instrumentation.
- H.4.5 Create a composition for a combination of voices or instruments that fits the range and capabilities of each.

IB Music Curriculum Overview and Standards

Standard 5

RESPONDING TO MUSIC: Reading, notating, and interpreting music

Students follow musical notation while listening and identify symbols found in a musical score.

- H.5.1 Follow traditional and non-standard notation in musical scores while listening to aural examples.
- H.5.2 Identify symbols found in a musical score.

Standard 6

RESPONDING TO MUSIC: Listening to, analyzing, and describing music

Students identify and describe musical elements, forms, and compositional devices from aural examples.

- H.6.1 Identify musical forms from aural examples such as AB, ABA, rondo, fugue, or theme and variations.
- H.6.2 Use correct terminology when describing musical events, musical devices, or instruments used within an example from a musical work.
- H.6.3 Listen to and compare musical examples of different styles, genres, and time periods.
- H.6.4 Use correct terminology to identify elements and compositional devices in aural examples such as form, texture, meter, cadences, harmonic progressions, non-harmonic tones, and key changes.
- H.6.5 Discuss how certain compositional elements or techniques could convey particular emotions or moods.

Standard 7

RESPONDING TO MUSIC: Evaluating music and music performances

Students establish criteria and evaluate their compositions.

- H.7.1 Establish criteria and evaluate musical examples composed to illustrate designated musical principles.
- H.7.2 Establish criteria to evaluate student compositions, based on understanding of compositional techniques.

IB Music Curriculum Overview and Standards

Standard 8

RESPONDING TO MUSIC: Understanding relationships between music, the other arts, and disciplines outside the arts.

Students investigate and write about the background of music studied and instruments played and perform repertoire in a manner that reflects cultural and historical traditions. They understand the suitability of various instrumental works and performance styles for given situations. They are aware of opportunities for further study and potential careers in instrumental music.

- H.8.1 Explore the genre, style, composer, and historical background of repertoire being studied.
- H.8.2 Investigate the cultural origin and evolution of specific instruments as related to music being studied.
- H.8.3 Perform instrumental repertoire in an authentic style that reflects its culture of origin, and consider the role music plays in that culture.
- H.8.4 Understand and describe characteristics of musical works, types of ensembles, and performance styles appropriate for specific situations.
- H.8.5 Research and write an informative article about repertoire being studied that could be used for publicity, in a concert program, or as part of a private recital.
- H.8.6 Discuss opportunities and preparation for further study and careers in instrumental music.

Standard 9

RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students identify musical characteristics of their own and other historical eras and cultures. They explore the process of music publication. These standards are IN ADDITION to those listed in the Symphonic Band standards section

- H.9.1 Recognize compositional devices of music of the Baroque, Classical, Romantic, and Contemporary periods and jazz.
- H.9.2 Recognize characteristics of music from various Western and non-Western cultures.
- H.9.3 Explore the process for submission and publication of musical compositions.

IB Music Curriculum Overview and Standards

Standard 10

RESPONDING TO MUSIC: Understanding music in relation to history and culture

Students relate music to historical and cultural contexts and identify distinguishing characteristics of different styles and genres. They recognize societal influences on composers' roles and works, as well as the influence of music and musicians on society.

- H.1.2 Recognize social and political influences throughout history on composers' roles and their musical works.
- H.1.3 Distinguish unfamiliar works of different styles, genres, cultures, and historical periods based on aural identification of representative characteristics.
- H.1.4 Explore the role of various musical styles and genres in past and contemporary American culture.
- H.1.5 Listen to examples of program music related to historical events, placing them on a timeline.
- H.1.6 Investigate past and contemporary uses of music to influence societal change.
- H.1.7 Recognize the involvement of noted contemporary artists in the global community and their use of music to raise awareness of and influence societal issues.
- H.1.8 Respond to specific writing prompts such as, "Based on your experience with music from various cultures and historic periods, do you agree or disagree with the statement that music is a universal language?"
- H.1.9 Attend live performances of various styles and genres.
- H.10.1 Relate music to the historical period and culture in which it was created including the arts and literature, scientific developments, historical events, and political and economic climate.

IB Music Curriculum Overview and Standards

Course Objectives

1. Development of student's performance skills through solo music.
2. Development of student's compositional skills through exploration and
3. investigation of musical elements.
4. Use of appropriate musical language and terminology to describe and reflect their
5. critical understanding of music.
6. Development of perceptual skills in response to music.
7. Knowledge and understanding of music in relation to time and place.

Course work and Assessments

The IB diploma requirements are the course work for this class. Even if you choose not to sit for the IB Music exam, you must complete the course work to pass the class. I will use the same grading percentages as the IB assessment:

- Listening Paper 30% Date of Exam: May
 - I will not be present for this part of the exam. However, the bulk of our class work will prepare to take this portion of the test. All listening assignments, notes and homework will fall under this assessment.
- Musical Investigation 20% Due Date: March 20 Deadline: May
 - A written media script (power point, interview, commercial, etc.) of 1200-1500 words investigating the relationships between two musical genres.
- Solo Performance 25% Due Date: March 6 Deadline: May
 - A presentation of one or more solo recitals (approximately 20 minutes).
- Composition 25% Due Date: March 6 Deadline: May
 - Three contrasting compositions (5-15 minutes total when performed) with recordings and a written statement.

Due Dates and Deadlines

IB sets strict deadlines for assessment. I have built in time for your assignments to be scored, checked for plagiarism, and mailed. You will be made aware of two dates: the due date for your work to be turned in to me, and the deadline to mail your work. All work is due at the due date. **NO LATE WORK WILL BE ACCEPTED, NO EXCEPTIONS.** You may not submit work after the due date, and a score of "Student did not submit" will be recorded to IB. I may return work to you after the due date and before the deadline for your revision, and assign another due date.

Because you are aware of your assignments and the due dates from the beginning of class I encourage you to begin completing them in earnest. You may submit your work at any time before the due date for suggestions or scoring. Also, soft due dates will be assigned throughout the year to monitor your progress. I strongly encourage submitting your work for suggestions at every opportunity.

IB Music Curriculum Overview and Standards

Sequence and Perspective Units

- **August- Concepts of Form and Analysis;**
 - Review of Elements of Music as a basis of analysis in all eras
 - Review of Music of the Middle Ages:
 - Chant, early polyphony, Mass, Vespers
 - Secular songs and forms
 - Review of Music of the Renaissance:
 - Polyphonic Mass, motet, madrigal, ballet
 - Imitative counterpoint, antiphony

- **September- Music of the Baroque Era**
 - Accompanied and concert Mass, oratorio, cantata, opera
 - Instrumental forms: sinfonia, suite, sonata, solo concerto
 - Concerto grosso, fugue, concertato style

- **October- Music of the Classical Era**
 - Rise and crystallization of the sonata principle
 - Symphony, concerto, sonata, string quartet
 - Operatic reform and the operas of Mozart

- **November and December - Beethoven and the 19th Century**
 - Lied, expansion of symphonic forms, nationalism
 - Personalization of musical expression
 - The operas of Verdi and Wagner
 - Musical cycles

- **January and February Music of the 20th Century**
 - Impressionism, atonality, serialism, Neo-Classicism
 - Minimalism, electronic composition, eclecticism

- **March – Jazz, Non-Western Music, and Music of the World**

- **April and May - Purcell's Dido and Aeneas**