

Illustrative Learning/Assessment Activity F (Grades 9-12)

- Content Standard 6:** Students will listen to, describe and analyze music.
- Performance Standards:**
- e) compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style
 - f) analyze and describe uses of the elements of music in a given work that make it unique, interesting and expressive
- Content Standard 7:** Students will evaluate music and music performances.
- Performance Standard:**
- c) evaluate a given musical work in terms of its aesthetic qualities, and explain the musical means it uses to evoke feelings and emotions

Learning Activity. In this task, students must draw upon their understanding to classify and discuss an unfamiliar work of music and support their decision. The teacher presents the students with a recording of an unfamiliar composition from a style, genre, culture or historical period which the students have studied in class. The students first are asked to identify the form, instrumentation and other elements of the “mystery” piece. Based on those characteristics, students then classify the piece according to style, genre, culture or historical period, whenever possible citing similarities with pieces studied previously. If appropriate, students are asked to speculate about the function of the music within the culture, e.g, programmatic, dance, religious. Students then are asked to identify the qualities of the piece which are varied by the performer to make the performance expressive. If the piece has a very familiar style, the teacher also may ask the students to make critical judgments about the technical and expressive qualities of the music and/or its performance. In every aspect of their writing, students are asked to use musical terminology whenever possible.



Illustrative Learning/Assessment Activity G (Grades 5-8)

- Content Standard 1:** Students will sing, alone and with others, a varied repertoire of songs.
- Performance Standards:**
- sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
 - sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including some songs performed from memory
 - sing music written in two and three parts
- Content Standard 2:** Students will play, alone and with others, a varied repertoire of instrumental music.
- Performance Standards:**
- 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, bow or stick control
 - perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2 on a scale of 1 to 6
- Content Standard 5:** Students will read and notate music.
- Performance Standards:**
- read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve meter signatures
 - identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression
 - sight-read, accurately and expressively, music with a difficulty level of 2 on a scale of 1 to 6
- Content Standard 6:** Students will listen to, describe and analyze music.
- Performance Standard:**
- describe specific music events in a given aural example, using appropriate terminology
- Content Standard 7:** Students will evaluate music and music performances.
- Performance Standard:**
- evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement

Learning Activity. The choral or instrumental teacher divides the large ensemble into small (chamber) ensemble groups and presents each group with an unfamiliar musical piece appropriate for the group's instrumentation. Students are given a fixed amount of time to work together and practice individually to prepare the music, after which they record their performance. As they listen to the recording, each individual uses musical vocabulary to critique the performance on a standard ensemble rating sheet (tone quality, balance, blend, rhythm, technical accuracy, intonation, expression, etc.). The teacher evaluates the performance using the same rating sheet, then compares the individual student evaluations to his or her own. Students then work together to improve their performance, based on their own and the teacher's evaluations, recording their improved performance. Students use the rating sheets to compare their initial performance to their final performance.

Illustrative Learning/Assessment Activity H (At Four Grade Levels)

Content Standard 4: Students will compose and arrange music.

Content Standard 7: Students will evaluate music and music performances.

Learning Activity. Students create musical compositions based on literary works, e.g., poems, stories. Students brainstorm a mood, feeling or theme on which to base the composition. They discover sound images which represent actions, events and moods, and experiment with different tempi, note values, instruments and dynamics to create the theme or mood. Using conventional or nontraditional notation, students notate their own individual or collaborative compositions. They perform a draft of the work for teacher and peers, discuss positive and negative aspects and edit the composition. The work is performed in class. A peer critique by other students in the class leads to refinement of the work, based upon a choice of musical elements to represent specific actions, events and moods.

This task is interpreted for four grade clusters as follows:

CONTENT AND PERFORMANCE STANDARDS ADDRESSED**Grades K-4**

4: a, b and c

7: a

Grades 5-8

4: a and c

7: a

Grades 9-12, Proficient

4: a and c

7: a

Grades 9-12, Advanced**GRADE-LEVEL VARIATIONS ON TASKS**

Select or create a short poem that contains a simple rhythm pattern and sound images. The images represent actions, events or moods. Students select sound sources to express the images and create an original composition which uses the rhythmic pattern of the words.

Using sound sources of their own choice and a selected poem or story, small groups create a composition in rondo form. The piece should include a contrast of timbres, rhythm patterns and melodic phrases. Each group performs its composition for the class.

Using traditional sound sources or electronic devices, students create and perform a composition in theme and variations form based on a selected story or poem, such as a ballad, that contains a series of events, moods or actions.

Based on literary works, individual or small groups of students create compositions that express the essence of the literary idea and demonstrate imagination and technical skill in applying such principles of composition as formal design, basic harmonic or contrapuntal motion, rhythmic and dynamic variety, and timbre and textural contrast.

Illustrative Learning/Assessment Activity I (Grades K-4)

Content Standard 2: Students will play, alone and with others, a varied repertoire of instrumental music.

Performance Standards:

- b. perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments
- f. perform independent instrumental parts while other students sing or play contrasting parts

Content Standard 3: Students will improvise melodies, variations and accompaniments.

Performance Standard:

- b. improvise simple rhythmic and melodic ostinato accompaniments

Background. Students sing a variety of multipart song arrangements – including partner songs, rounds and ostinati – and learn to label the songs by type.

Learning Activity. The teacher models and encourages students to experiment with tone bars to improvise their own ostinati to accompany familiar songs. Students first improvise rhythmic ostinati to pentatonic songs, then alter the pitches in their rhythmic ostinati to develop melodic ostinati. Finally they develop rhythmic and melodic ostinati to accompany two-chord melodies such as simple rounds, and take turns performing their ostinati as the class performs the melody. The rhythmic ostinati are evaluated on how well they fit the meter and rhythm of the melody; the melodic ostinati are also evaluated on how well they fit the underlying harmonies of the melody. The students' performances are evaluated on how accurately they perform the pitches and rhythms of their ostinati, and how well their performances keep up with the class's tempo as it performs the melody.

Extension of the Activity. Students notate their ostinati (standard 5) and teach them to their classmates. The teacher divides the class into two groups, each of which performs its ostinati with the melody as the other half evaluates them (standard 7).

Illustrative Learning/Assessment Activity J (At Three Levels)

- Content Standard 1:** Students will sing, alone and with others, a varied repertoire of songs.
- Content Standard 2:** Students will play, alone and with others, a varied repertoire of instrumental music.
- Content Standard 6:** Students will listen to, describe and analyze music.
- Content Standard 7:** Students will evaluate music and music performances.
- Content Standard 9:** Students will understand music in relation to history and culture.

Learning Activity. Students select, analyze, interpret, rehearse and perform vocal or instrumental music of North America. Students provide input into the selection of a piece to perform from one of the diverse styles and cultures of North America. They identify and listen to other examples from the same style and genre as the piece, identifying the interpretive characteristics of the style; analyze the formal elements of the selection; and interpret the expressive elements of the music in keeping with the style. They learn and practice appropriate techniques to prepare a performance of the piece selected, then reflect on and evaluate a recording of their performance, based on the accuracy and expressiveness of their performance and the stylistic appropriateness of their interpretation. Based on their critique they refine their performance. Finally, they perform the piece for peers or the school community.

This task is interpreted for three grade clusters as follows:

CONTENT AND PERFORMANCE STANDARDS ADDRESSED**Grades K-4**

- 1: a, b, c and e
 2: a, e and f
 6: all
 7: a and b
 9: a, b and d

Grades 5-8

- 1: a, b, c and d
 2: a, b and c
 6: all
 7: a and b
 9: a and b

Grades 9-12

- 1: a, b and c
 2: a and b
 6: all
 7: a and b
 9: b and c

GRADE LEVEL VARIATIONS ON TASKS

Students learn a variety of American folk songs and Native American songs and, with the teacher, select several of these songs to rehearse for a live or taped performance. The focus is upon aspects of form, meter, rhythm, melodic direction and elements of performance style.

Students learn and perform American music in two or more parts, which requires greater attention to expressive and stylistic details.

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