



Falcon International School

COURSE DESCRIPTION – GRADES 9-12

Subject Area: Music

Course Title: General Music 9th – 12th Grade

Basic Assumptions for Music Education

- × **Reading, writing, and listening to music will be integrated through out the students' learning experiences.**
- × **Musical concepts (e.g. melody, harmony, rhythm, form, etc) are not solely exclusive concept, but rather are learned simultaneously.**
- × **Some musical components are sequential, and thus the students' progress relies on their proficiency of the basic elements.**

A. Major Concepts/Content. The purpose of this course is to enable students to develop fundamental reading, writing, and listening skills associated with music.

The content should include, but not be limited to, the following:

- Singing, alone and with others, a varied repertoire of music
- Performing on instruments, alone and with others, a varied repertoire of music.
- Improvising melodies, variations, and accompaniments
- Composing and arranging music within specified guidelines
- Reading and notating music
- Listening to, analyzing, and describing music
- Evaluating music and music performances
- Free and choreographed movement to music
- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture

**The content areas listed above are from U.S. National Standards for Arts Education.

- B. Course Requirements.** These requirements include but are not limited to, the benchmarks set up by the standards of the U.S. National Standards of Music Education, AERO Standards of Music Education, and the Objectives of Ministry of Education of Costa Rica (MEP).

After successfully completing the course, the student will:

- 1. Sing, alone and with others, a varied repertoire of music**
 - Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
 - Students sing music written in four parts, with and without accompaniment
 - Students demonstrate well-developed ensemble skills

- 2. Perform on instruments, alone and with others, a varied repertoire of music.**
 - Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6
 - Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
 - Students perform in small ensembles with one student on a part

- 3. Improvise melodies, variations, and accompaniments**
 - Students improvise stylistically appropriate harmonizing parts
 - Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
 - Students improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

- 4. Compose and arrange music within specified guidelines**
 - Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
 - Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music
 - Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

5. Read and notate music

- Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
- Students who participate in a choral or instrumental ensemble or class sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

6. Listen to, analyze, and describe music

- Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
- Students demonstrate extensive knowledge of the technical vocabulary of music
- Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

7. Evaluate music and music performances

- Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music
- Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

8. Understand relationships between music, the other arts, and disciplines outside the arts.

- Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound)

9. Understand music in relation to history and culture

- Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
- Students identify sources of American music genres (e.g., swing, Broadway musical, blues) trace the evolution of those genres, and cite well-known musicians associated with them
- Students identify various roles (e.g., entertainer, teacher, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

10. Move to music through free and choreographed movement

- Demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- Demonstrate accuracy in expression by responding to changes in dynamics
- Perform folk dances with competence and confidence