

Minnesota Standards / Mounds View Vocal Music Outcomes / Grades 9-12

2008 Revised MN Academic Standards in the Arts

Strand I: Artistic Foundations

Standard 1: Demonstrate knowledge of the foundations of the arts areas

Standard 2: Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable

Standard 3: Demonstrate understanding of the personal, social, cultural, historical contexts that influence the arts areas

Strand II: Artistic Process: Create/Make

Standard 1: Create or make in a variety of contexts in the art area using the artistic foundations

Strand III: Artistic Process: Perform/Present

Standard 1: Perform or present in a variety of contexts in the art area using the artistic foundations

Strand IV: Artistic Process: Respond/Critique

Standard 1: Respond to or critique a variety of creations and performances using the artistic foundations

9th – 12th Grade Vocal Music Students in Mounds View will be able to:

Strand 1.1

1. Describe how the elements and related concepts, such as pitch, tempo, canon, and ABA are used in the performance, creation or response to music through in class discussions, small group work and written responses
2. Describe specific music events in a given aural example, using appropriate terminology
3. Analyze the uses of elements of music in aural examples representing diverse genres and cultures
4. Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in the analysis of music
5. Describe how a composer or performing group has used the elements to create and/or bring the music to life in an aural and/or printed example
6. Analyze how music communicates meaning
7. Apply understanding about elements of posture, breathing, muscle tension and care for the body and vocal instrument during small group lessons and large ensemble instruction

Strand 1.2

1. 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 time signatures
2. Read at sight, simple melodies in either treble or bass clef
3. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
4. Sightread, accurately and expressively, music across a spectrum of difficulty including a variety of time signatures, clefs, tempos and musical styles
5. Perform in large ensembles music from the Renaissance through present day incorporating understanding of authentic performance of that time period and style
6. Perform alone or in small groups music from the Renaissance through present day incorporating understanding of authentic performance of that time period and style
7. Use digital recording and video devices during class and performances to record singing and later evaluate the performance based on the elements of music and quality performance

8. Use SmartMusic and other music technology tools to practice and record personal performances

Strand 1.3

1. Read and write about the cultural influences for pieces, their composers and the authors of their text
2. Compare and contrast connections among works in music, their purpose, and the personal, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities

Strand 2.1

1. Create and defend a program for performance in May of each year including understanding elements of artistic choice including needs of the performers, the audience, variety of musical choices and order of performance
2. Rehearse and perform music representing diverse genres and cultures, with expression appropriate for the work being performed
3. Revise performance based on feedback of others

Strand 3.1

1. Perform accurately and independently, alone and in small and large ensembles, with good singing position and good breath control
2. Rehearse and perform with expression and technical accuracy a varied repertoire
3. Rehearse and perform music representing diverse genres and cultures, with expression appropriate for the work being performed
4. Revise performance using as a guide the State Contest rating sheet outlining elements including rhythm, intonation, musical expression, balance, blend, and facial expression
5. Revise performance based on feedback of others
6. Revise performance based on listening to own rehearsal and performance recordings
7. Discuss and defend program choices for performance in May of each year including understanding elements of artistic choice including needs of the performers, the audience, variety of musical choices and order of performance

Strand 4.1

1. Develop criteria for evaluating the quality and effectiveness of music performances and compositions
2. 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
3. Describe distinguishing characteristics of representative music genres and styles from a variety of cultures
4. Justify personal interpretations and reactions to a variety of musical works or performances