

Delaware Recommended Curriculum



Music

Grade-Level Expectations & Proficiency-Level Expectations

Music

Grade-Level Expectation (GLE) & Proficiency-Level Expectation (PLE) Descriptors

Definitions for the terms Introduce, Develop, Demonstrate Proficiency, and Extend used on the developmental matrix are adapted from the Revised Blooms Taxonomy (2001). These definitions represent a hierarchy of objectives that stratify artistic and cognitive student expectations into learning that scaffolds from the simplest artistic behaviors to the most complex.

INTRODUCE (I)

Expose students to artistic concepts and skills for the first time.

- Students move from unfamiliarity with artistic concepts and skills to the Remembering/Knowledge level
- Learning descriptors: describe, recognize, identify, retrieve, name, recall, list

DEVELOP (D)

Facilitate continued growth of students' artistic capabilities.

- Students proceed from the Remembering/Knowledge level of learning to the Understanding/Comprehension level
- Learning descriptors: interpret, summarize, outline, paraphrase, explain, compare, contrast

PROFICIENT (P)

Students demonstrate evidence of artistic attainment.

- Students progress from the Understanding/Comprehension level of learning to the Analyzing/Evaluating/Creating level through the transfer of knowledge, skills and understanding into another familiar situation
- Learning descriptors: implement, carry out, use, solve, examine, classify

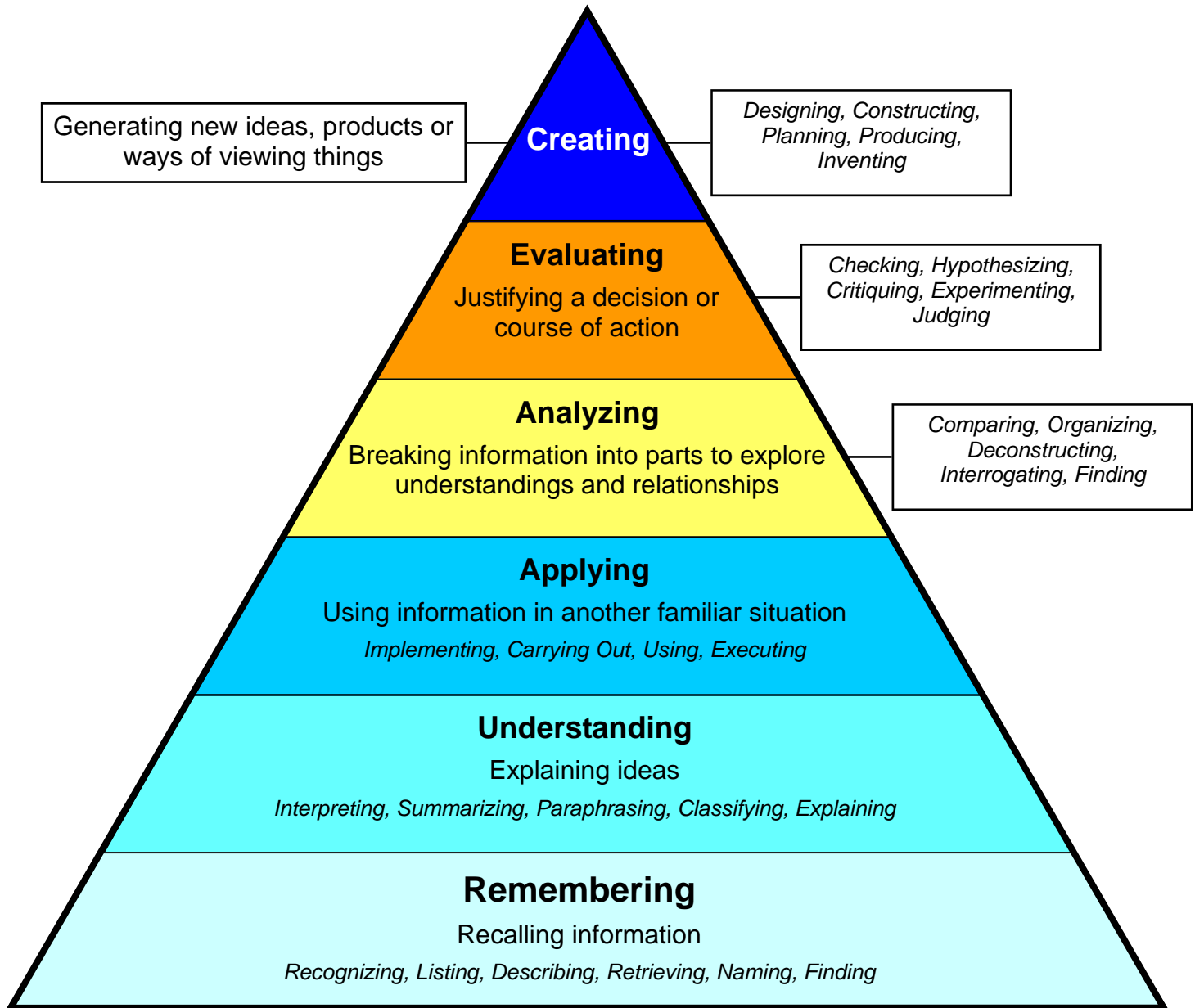
EXTEND (E)

Provide students with opportunities for heightened artistic engagement.

- Students advance to the Analyzing/Evaluating/Creating level of learning through the creation and the generation of new products, ideas and ways of viewing things in unfamiliar contexts
- Learning descriptors: generalize, infer, organize, investigate, construct, invent, elaborate, justify, predict, critique, plan, perform, create

¹Anderson, L.W., & Krathwohl, D.R. (Eds). (2001) A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

Bloom's Revised Taxonomy



Music

Grade-Level Expectation (GLE) & Proficiency-Level Expectation (PLE) Descriptors

Overarching Essential Questions:

- When does sound become music?
- What influences people to create music?

Standard 1: Singing independently and with others, a varied repertoire of music.

Enduring Understandings:

Following instruction students will understand that:

- A voice is a tool which when used according to the rules and apart from the rules can move others emotions and /or communicate meaning.
- In order to engage in an ensemble one must be both a performer and a listener with the ability to react.
- To become a skilled performer requires persistence.
- Written music is open to individual interpretation.

Essential Questions:

- How conscious and deliberate is the process of creating good music?
- When does singing go from mere repetition or imitation to creative and artful performance?
- To what extent does participation in a vocal ensemble impact the performance of the ensemble?
- When is music deliberate and when is it spontaneous?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
1.1	Imitate melodic patterns	I	D	P					E						
1.2	Sing on pitch within the appropriate singing range	I	D	P					E						
1.3	Sing on pitch in rhythm while applying a steady beat	I	D	P					E						
1.4	Sing demonstrating proper posture and breathing	I	D	P					E						
1.5	Sing demonstrating proper vocal technique	I	D	P					E						
1.6	Sing expressively utilizing dynamics and phrasing	I	D	P					E						

I - Introduce D - Develop P - Proficient E - Extend

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
1.7	Sing call and response	I	D	P					E						
1.8	Singing ostinati with songs	I	D	P					E						
1.9	Sing in groups in response to gestures of a conductor	I	D	P					E						
1.10	Sing rounds			I	D	P			E						
1.11	Sing partner songs				I	D	P		E						
1.12	Sing music in 2 and 3 parts			I	D				P	E					
1.13	Sing in groups and blending vocal timbres		I	D						P	E				
1.14	Sing a repertoire of songs representing different genres, styles and languages	I	D							P	E				
1.15	Sing expressively with phrasing, dynamics and stylistic interpretation	I	D							P	E				
1.16	Sing music in 4 parts with and without accompaniment				I	D							P	E	
1.17	Sing a repertoire of choral literature with expression and technical accuracy including songs performed from memory	I	D										P	E	

I - Introduce D - Develop P - Proficient E - Extend

Standard 2: Performing on instruments independently and with others a varied repertoire of music

Enduring Understandings:

Following instruction students will understand that:

- In order to engage in an ensemble you must be both a performer and a listener with the ability to react.
- Different instruments require different physical skill sets.
- To become a skilled performer requires persistence.
- Written music is open to individual interpretation.

Essential Questions:

- When does playing an instrument move from mere repetition or imitation to creative and artful performance?
- To what extent does participation in an instrumental ensemble impact the performance of the ensemble?
- How conscious and deliberate is the process of creating good music?
- When is music deliberate and when is it most spontaneous?

Grade-Level Expectations (GLEs)							Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced								
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
2.1	Imitate rhythmic and melodic patterns on pitched and unpitched instruments	I	D	P					E						
2.2	Perform on pitched and unpitched instruments in rhythm while applying a steady beat	I	D		P				E						
2.3	Perform rhythm accompaniments by ear	I	D		P				E						
2.4	Perform tonal accompaniments by ear		I	D		P	E								
2.5	Perform melodies by ear using a melodic instrument	I	D			P	E								
2.6	Perform with proper posture and breathing	I	D				P	E							
2.7	Perform with proper instrument technique	I	D				P	E							
2.8	Perform in groups in response to gestures of a conductor	I	D				P	E							

I - Introduce D - Develop P - Proficient E - Extend

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced								
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+	
2.9	Perform an independent part in an ensemble setting	I	D						P	E						
2.10	Perform music representing diverse genres and styles	I	D						P	E						
2.11	Perform in groups with blend and balance	I	D						P	E						
2.12	Perform expressively with phrasing, dynamics and stylistic interpretation				I	D			P		E					
2.13	Perform a repertoire of instrumental literature with expression and technical accuracy on a pitched or unpitched instrument						I	D		P		E				

I - Introduce D - Develop P - Proficient E - Extend

Standard 3: Improvising melodies, variations and accompaniments

Enduring Understandings:

Following instruction students will understand that:

- Improvisation is achieving a balance among technique, listening, understanding, communicating and responding.
- Improvising as an individual allows complete creative freedom of expression.
- Improvising as part of an ensemble allows freedom within guidelines.

Essential Questions:

- How much in music is inspiration and how much is perspiration?
- How much in music is technical skill and how much is “magic”?
- How much do you have to know about song structure and chord progressions to improvise well?
- When is music deliberate and when is it most spontaneous?
- To what extent is improvisation a form of communication?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
3.1	Improvise rhythmically with voice or on instrument	I	D				P	E							
3.2	Improvise ostinato accompaniments		I	D				P	E						
3.3	Improvise unaccompanied melodies		I	D				P	E						
3.4	Improvise melodic embellishments on given melodies in various tonalities		I	D				P	E						
3.5	Improvise rhythmic variations on given melodies		I	D				P	E						
3.6	Improvise melodic variations		I	D				P	E						
3.7	Improvise melodies over basic chord progressions		I	D				P	E						
3.8	Improvise melodies over given rhythm and tonal context	I	D				P	E							

I - Introduce D - Develop P - Proficient E - Extend

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
3.9	Improvise basic harmonic accompaniment or bass line to a given melody						I		D		P	E			
3.10	Improvise melodies over given rhythm and harmonic context consistent to the styles		I	D					D				P	E	

I - Introduce

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Standard 4: Composing and arranging music within specific guidelines

Enduring Understandings:

Following instruction students will understand that:

- The combinations of tone, texture, design, timbre, rhythm and theme are limited only by ones imagination.
- Compositions are written with a purpose that may be self-selected or imposed.
- Compositions are a communication of emotions.
- Arrangements are based on preexisting compositions.
- Arranging allows for freedom in format of presentation.

Essential Questions:

- How rational is the creative process?
- How can I make a tune or piece my own?
- When does mere repetition or imitation become creative and artful performance?
- How essential is written music to the process of composition?
- Should music be rearranged that has already been created?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
4.1	Compose short songs and instrumental pieces	I	D				P	E							
4.2	Arrange short songs and/or instrumental pieces	I	D				P	E							
4.3	Utilize standard written notation in composition of short songs	I	D				P	E							
4.4	Utilize compositional technology	I	D					D		P		E			
4.5	Manipulate a variety of traditional, non-traditional and electronically produced sounds while creating or arranging	I	D					D		P		E			
4.6	Organize the elements of music into compositions which are unified and varied				I	D			D			P		E	

I - Introduce D - Develop P - Proficient E - Extend

Standard 5: Reading and notating music

Enduring Understandings:

Following instruction students will understand that:

- Written music is a language that has symbols and rules that enable a musician or performer to maintain accurate communication over time and distance.
- Written music is open to individual interpretation.

Essential Questions:

- Why learn to read and notate music? Why not?
- When is the best time to learn notation? According to whom?
- How essential is written music to the process of composition?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced								
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+	
5.1	Identify and define standard notation symbols	I	D					P	E							
5.2	Read rhythmic notation	I	D					P	E							
5.3	Read melodic notation	I	D					P	E							
5.4	Read a single line of an instrumental or vocal part	I	D					P	E							
5.5	Notate symbols and terms for meter and rhythm	I	D					P	E							
5.6	Notate symbols for pitch	I	D					P	E							
5.7	Notate symbols and terms referring to dynamics, tempo and articulation	I	D							P	E					
5.8	Read an instrumental or vocal score				I			D				P	E			
5.9	Read unfamiliar music with tonal and rhythmic accuracy	I						D				P	E			
5.10	Read simple melodies in 2 or more clefs				I			D				P	E			

I - Introduce

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Standard 6: Listen to, describing and analyzing music and musical performances

Enduring Understandings:

Following instruction students will understand that:

- Listening is an active endeavor.
- Music has its own vocabulary.
- Vocabulary enables one to communicate.
- Knowledge of music provides more opportunities to connect with the meaning.
- Audience participation and reaction are an integral part of the performance.
- An audience is the central participant in a musical performance.

Essential Questions:

- When is sound considered music?
- How does the concept of quality relate to musical performance?
- Is the historical context important to listening and/or analyzing music?
- Should you hear a performance to understand or appreciate it?
- Is it necessary to be able to hear to appreciate music?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
6.1	Express changes and contrasts in music through movement	I	D	P					E						
6.2	Identify and classify instruments according to family		I	D	P				E						
6.3	Identify and classify voices by range and quality		I	D	P				E						
6.4	Identify and describe basic music forms			I	D	P			E						
6.5	Identify and describe common instrumental and vocal ensembles		I	D	P				E						
6.6	Express through verbal and non-verbal means various styles/genres of music		I	D						P	E				
6.7	Identify the elements of music within a musical composition		I	D						P	E				

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Delaware Recommended Curriculum
Grade-Level Expectations & Proficiency-Level Expectations for Music

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
6.8	Analyze form including theme and variation, basic binary, tertiary and rondo forms, and more complex forms								I	D				P	E
6.9	Identify and explain compositional devices and techniques used in a musical work					I			D				P	E	

I - Introduce

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Standard 7: Evaluating music and musical performances

Enduring Understandings:

Following instruction students will understand that:

- The more vocabulary and understanding one has of the idiom the more clearly one can evaluate.
- The process of evaluation is both subjective and objective.
- There will be positive and negative aspects to all music based on personal preferences and levels of understanding.
- Listening is an active endeavor.
- Music has its own vocabulary.
- The more one knows about music the more opportunities one has to connect with the meaning.
- Audience participation and reaction are an integral part of the performance.
- An audience is the central participant in a musical performance.

Essential Questions:

- What influences the development of a personal aesthetic?
- How influential is the taste of the time, and why?
- To what extent is dissonant music a product of our undeveloped taste?
- On what basis can music be compared and contrasted?
- When is sound considered music?
- How does the concept of quality relate to musical performance?
- Why learn the historical context prior to evaluating music?
- Should you hear a performance to understand or appreciate it?
- Is it necessary to hear to appreciate musical performance?
- What are the advantages and disadvantages of live performance?

Grade-Level Expectations (GLEs)		Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced													
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
7.1	Express personal preferences for specific musical styles	I	D		P				E						
7.2	Identify ways for evaluating compositions and performances	I	D		P				E						
7.3	Explain personal music preferences using appropriate terminology		I	D					P	E					
7.4	Discuss and evaluate the relationship between music and human emotions	I				D						P		E	
7.5	Develop and apply criteria for evaluating compositions and performances		I				D						P		E

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Grade-Level Expectations & Proficiency-Level Expectations for Music

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
7.6	Develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing				I				D					P	E
7.7	Critically evaluate one's own musical creations				I				D					P	E
7.8	Critically evaluate the compositions, arrangements, and improvisations of others by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement				I				D					P	E

I - Introduce

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Standard 8: Making connections between music, the other arts and other curricular areas

Enduring Understandings:

Following instruction students will understand that:

- Music is mathematical. It is rhythmically based on the subdivisions of time into fractions that must be performed instantaneously.
- Music is world language. Most of the descriptive terms are in Italian, German or French; and the notation is a highly developed kind of shorthand that uses symbols to represent ideas.
- Music is a study and reflection of society. Music reflects the environment and times of its creation.
- Music has aesthetic, kinesthetic and affective characteristics. It requires coordination of fingers, hands, arms, lip, cheek and facial muscles in addition to extraordinary control of the diaphragmatic, back, stomach and chest muscles which respond instantly to the sound the ear hears and the mind interprets.
- Music is art. It allows a human being to integrate many techniques and use them to create emotion.
- Music is science. It is exact, specific and demands exact acoustics. A conductor's full score is a chart, a graph that indicates frequencies, intensities, volume changes, melody and harmony all at once and with the exact control of time.
- Music complements other art forms.
- Music is one form of artistic expression.

Essential Questions:

- How important has music been in history?
- To what extent do musicians break down social norms?
- To what extent is participation in music education an important part of ones comprehensive education?
- To what extent does learning in the arts contribute to a student's cognitive ability?
- Does art influence life or does life influence art?
- To what extent have changes in technology influenced music?

Grade-Level Expectations (GLEs)		Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced													
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
8.1	Identify, compare and contrast the roles of creators, performers and consumers in the production and presentation of the arts including music	I	D					D	P	E					
8.2	Make connections with other disciplines as they relate to music	I	D					D					P	E	
8.3	Illustrate ways in which the principles and subject matter of other curricular areas are interrelated to music	I	D					D					P	E	

I - Introduce

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E - Extend

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced								
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+	
8.4	Compare and contrast terms common between the arts and other curricular areas (e.g., texture, color, form)	I							D						P	E
8.5	Compare and contrast artistic themes across cultures, history and multiple media	I							D						P	E

I - Introduce

D - Develop

P - Proficient

E - Extend

Standard 9: Understanding music in relation to diverse cultures, times and places

Enduring Understandings:

Following instruction students will understand that:

- People communicate about their culture through music.
- Changes in history cause changes in music.
- Music as a form of expression becomes part of the history and culture.
- Cultures utilize their natural resources to produce music.
- A culture's music reflects its values.

Essential Questions:

- To what extent do musicians influence society?
- To what extent does society influence musicians?
- Under what conditions should music be preserved to accurately insure the composer's intentions?
- To what extent does music play a role in culture?
- To what extent does music influence social change?
- On what basis can music be compared and contrasted?
- To what extent does music affect the world community?
- How can music be used to reflect the similarities and differences among cultures?

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
9.1	Identify and describe the roles of musicians in various historical periods, cultures, genre and styles				I	D				P	E				
9.2	Listen to music from various periods and diverse cultures by genre or style	I	D											P	E
9.3	Describe how elements of music are used in various historical periods, cultures, genres and styles				I	D								P	E
9.4	Identify sources of American music genres; trace the evolution of those genres and well-known musicians associated with them				I	D								P	E

I - Introduce D - Develop P - Proficient E - Extend

Grade-Level Expectations (GLEs)								Proficiency-Level Expectations (PLEs) Novice, Intermediate, Advanced							
		Pre K/K	1	2	3	4	5	6	7	8	9	10	11	12	12+
9.5	Classify and describe distinguishing characteristics of representative music genres and styles from various cultures and historical periods				I	D			D				P	E	
9.6	Identify and explain the characteristics that cause a musical work to be considered culturally, historically and/or geographically significant				I	D			D				P	E	

I - Introduce

D - Develop

P - Proficient

E - Extend