
















Howard County General Music Content Standards

Middle School





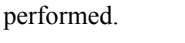




1.0 Perceiving and Responding – Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.

| LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|---|--|
| 1. Identify elements and characteristics of musical sound as they are used in a variety of genres and styles representative of world cultures. | 1. Identify elements and characteristics of musical sound as they are used in a variety of genres and styles representative of world cultures. | 1. Identify elements and characteristics of musical sound as they are used in a variety of genres and styles representative of world cultures. |
| <p>a. Identify traditional sources of musical sound, world instruments, and non-traditional sources (modified instruments, new instruments, environmental sounds) using Western Traditional System (families of instruments) and the Hornbostel-Sachs Classification System.</p>  | <p>a. Categorize traditional sources of musical sound, world instruments, and non-traditional sources (modified instruments, new instruments, environmental sounds) using Western Traditional System (families of instruments) and the Hornbostel-Sachs Classification System.</p>  | <p>a. Compare traditional sources of musical sound, world instruments, and non-traditional sources (modified instruments, new instruments, environmental sounds) using Western Traditional System (families of instruments) and the Hornbostel-Sachs Classification System.</p>  |
| <p>b. Identify and define standard music notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.</p>  | <p>b. Reinforce previous content.</p>  | <p>b. Reinforce previous content.</p>  |
| <p>c. Listen to and describe music, with attention to form, genre, cultural influences, performance media, and other prominent elements of music. Distinguish ABA and call-and-response forms.</p>  | <p>c. Reinforce previous content, including theme-and variations, rondo, and fugue.</p>  | <p>c. Identify and describe musical form using aural examples.</p>  |
| <p>d. Describe aural musical examples representing diverse genres and world cultures, using musical terms.</p>  | <p>d. Categorize aural musical examples representing diverse genres and world cultures, using musical terms.</p>  | <p>d. Analyze aural musical examples representing diverse genres and world cultures, using musical terms.</p>  |
| <p>e. Listen to and categorize music representing diverse genres and world cultures.</p>  | <p>e. Listen to and analyze music representing diverse genres and world cultures.</p>  | <p>e. Compare motivic development in music representing diverse genres and world cultures.</p>  |

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1.0 Perceiving and Responding – Aesthetic Education:
Students will demonstrate the ability to perceive, perform, and respond to music.


















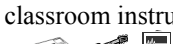
| LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|---|---|
| 2. Recognize and analyze the skills needed in the performance of music in general, vocal, and instrumental settings. | 2. Recognize and analyze the skills needed in the performance of music in general, vocal, and instrumental settings. | 2. Recognize and analyze the skills needed in the performance of music in general, vocal, and instrumental settings. |
| <p>a. Demonstrate accuracy and independence in playing short selections of music in ensembles on a variety of classroom instruments.</p>  | <p>a. Demonstrate accuracy and independence in playing medium-length selections of music in ensembles on a variety of classroom instruments.</p>  | <p>a. Demonstrate accuracy and independence in playing longer selections of music in solos and ensembles on a variety of classroom instruments.</p>  |
| <p>b. Perform accurately vocal or instrumental music representing diverse genres and world cultures.</p>  | <p>b. Perform vocal or instrumental music representing diverse genres and world cultures, with tone color and blend characteristic of the work being performed.</p>  | <p>b. Perform vocal or instrumental music representing diverse genres and world cultures, with expression characteristic of the work being performed.</p>  |
| 3. Respond to music through movement. | 3. Respond to music through movement. | 3. Respond to music through movement. |
| <p>a. Communicate rhythmic and expressive intent through movement to music in simple and compound meters.</p>  | <p>a. Respond to music expressively through improvised movement.</p>  | <p>a. Describe musical structure using original movement patterns while preserving rhythmic and expressive intent.</p>  |

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1.0 Perceiving and Responding – Aesthetic Education:

























Students will demonstrate the ability to perceive, perform, and respond to music.

| LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|--|--|
| 4. Read standard notation and apply it to the performance of music. | 4. Read standard notation and apply it to the performance of music. | 4. Read standard notation and apply it to the performance of music. |
| <p>a. Read and perform music which includes whole, half, quarter notes and rests, and connected eighth and sixteenth notes in duple, triple, quadruple, and mixed meters.</p>  | <p>a. Reinforce previous content, adding compound meters and cut time.</p>  | <p>c. Reinforce previous content, adding dotted half notes and dotted quarter notes.</p>  |
| <p>b. Read and perform a variety of polyphonic music, including rounds and partner songs, through singing or on classroom instruments.</p>  | <p>b. Read and perform a variety of homophonic music, including music in two or three parts and some with descants, through singing or on classroom instruments.</p>  | <p>b. Read and perform a variety of polyphonic and homophonic music, through singing or on classroom instruments.</p>  |
| <p>c. Use standard notation to record short dictated melodic phrases and rhythmic patterns (not more than two measures in duple, triple, or quadruple measures; not more than a one-octave diatonic range; rhythms no more complex than whole, half, and quarter notes and rests, and two connected eighth notes).</p>  | <p>c. Use standard notation to record short dictated melodic phrases and rhythmic patterns (not more than four measures in duple, triple, or quadruple measures; not more than a one-octave diatonic range; rhythms no more complex than whole, half, and quarter notes and rests, two connected eighth notes, and four sixteenth notes grouped).</p>  | <p>c. Use standard notation to record short dictated melodic phrases and rhythmic patterns (not more than eight measures in duple, triple, or quadruple measures; not more than a one-octave diatonic range; rhythms no more complex than four sixteenth notes grouped, dotted half notes, and dotted quarter notes).</p>  |
| <p>d. Define transposition in music.</p>  | <p>d. Listen to and identify occurrences of transposition in music.</p>  | <p>d. Describe the uses of transposition in music.</p>  |
| <p>e. Identify selected contrasting musical ideas in aural or visual examples.</p>  | <p>e. Identify selected similar musical ideas in aural or visual examples.</p>  | <p>e. Describe similar and contrasting musical ideas in aural or visual examples.</p>  |
| <p>f. Play at sight on classroom instruments simple 4-measure melodies written in treble clef.</p>  | <p>f. Play at sight on classroom instruments simple 4-measure melodies written in treble and bass clef.</p>  | <p>f. Read and perform a variety of polyphonic and homophonic music written in treble and/or bass clefs, on classroom instruments.</p>  |

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2.0 Historical, Cultural, and Social Content: Students will demonstrate an understanding of music as an essential aspect of history and human experience.
















| LEVEL 1 | LEVEL 2 | LEVEL 3 |
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| 1. Describe how musical expression reflects social, political, and ethical issues. | 1. Describe how musical expression reflects social, political, and ethical issues. | 1. Describe how musical expression reflects social, political, and ethical issues. |
| a. Identify ways in which people interact with music in their individual lives.  | a. Identify uses of music in cultural expression.  | a. Describe how music is used for individual and cultural expression.  |
| b. Compare functions of music and conditions under which music is performed in various world cultures.  | b. Compare roles of musicians in various world cultures.  | b. Compare and explain functions of music, roles of musicians, and conditions under which music is performed in various cultures.  |
| c. Define folk music.  | c. Perform, listen to, and describe folk music of various world cultures.  | c. Describe the influence of folk music on compositions for other genres.  |
| d. Describe, demonstrate, and explain appropriate audience behaviors for the context and style of music performed.  | d. Reinforce previous content.  | d. Reinforce previous content.  |
| e. Use several non-traditional approaches to describe musical examples from various world cultures.  | e. Create and apply non-traditional approaches to describe musical examples from various world cultures.  | e. Use at least three approaches such as symbol systems, representational sign language, movement, or answering questions, to describe musical examples.  |
| 2. Determine factors that influence musicians in specific historical eras and places. | 2. Determine factors that influence musicians in specific historical eras and places. | 2. Determine factors that influence musicians in specific historical eras and places. |
| a. Listen to and identify various styles of music.  | a. Listen to and perform at least two contrasting styles of music.  | a. Describe at least three different styles of music, relating each selection to the social climate from which it emerged.  |
| b. Cite examples of the impact of electronic technology on music.  | b. Describe the impact of electronic technology on music.  | b. Describe the evolution of electronic and other technologies and their impact on the world of music.  |
| c. Describe the uses of elements of music in aural examples representing various traditions and style periods.  | c. Categorize the uses of elements of music in aural examples representing various traditions and style periods.  | c. Analyze the uses of elements of music in aural examples representing various traditions and style periods. Identify the relationship of music to dance, theatre, the visual arts, and other disciplines.  |

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2.0 Historical, Cultural, and Social Content:













Students will demonstrate an understanding of music as an essential aspect of history and human experience.

| LEVEL 1 | LEVEL 2 | LEVEL 3 |
|--|---|---|
| 3. Identify the relationship of music to dance, theatre, the visual arts, and other disciplines. | 3. Identify the relationship of music to dance, theatre, the visual arts, and other disciplines. | 3. Identify the relationship of music to dance, theatre, the visual arts, and other disciplines. |
| <p>a. Identify and define a vocabulary of elements common to music, poetry, dance, theatre, and the visual arts.</p>  | <p>a. Describe elements common to music, poetry, dance, theatre, and the visual arts.</p>  | <p>a. Compare elements common to music, poetry, dance, theatre, and the visual arts.</p>  |
| <p>b. Describe how music is an unique means of individual expression.</p>  | <p>b. Explain how music can be combined with one or more other artistic forms to express ideas.</p>  | <p>b. Describe attributes of music that distinguish it from other artistic forms in expressing personal and cultural ideas.</p>  |
| <p>c. Describe ways in which the knowledge, skills, and processes of music relate to other content areas taught in the school.</p>  | <p>c. Reinforce previous content. Listen to and describe music that is inspired by literature, visual art, theatre, or other means of artistic expression.</p>  | <p>c. Reinforce previous content.</p>  |
| 4. Identify and classify significant styles and genres in music history representative of world cultures. | 4. Identify and classify significant styles and genres in music history representative of world cultures. | 4. Identify and classify significant styles and genres in music history representative of world cultures. |
| <p>a. Listen to and describe representative selections of music from the major stylistic eras in Western music and/or music representative of world cultures.</p>  | <p>a. Identify and classify representative selections of music from the major stylistic eras in Western music and/or music representative of world cultures.</p>  | <p>a. Compare representative selections of music from the major stylistic eras in Western music and/or music representative of world cultures.</p>  |
| <p>b. Discuss inter-cultural influences represented in a variety of musical compositions.</p>  | <p>b. Compare musical examples representative of various genres and styles in Western and other cultures.</p>  | <p>b. Explain why selected musical works are considered exemplary of a given style or culture.</p>  |

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3.0 Creative Expression and Production: Students will demonstrate the ability to organize musical ideas and sounds creatively.










| LEVEL 1 | LEVEL 2 | LEVEL 3 |
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| 1. Explore musical ideas through simple improvisations. <p>a. Improvise simple rhythmic and harmonic accompaniments for given pentatonic melodies (on C, F, G).</p>  <p>b. Improvise vocal or instrumental music using electronic sounds.</p>  | 1. Explore musical ideas through simple improvisations. <p>a. Improvise short rhythms or melodies over given rhythmic accompaniments, maintaining consistent style, meter, and tonality.</p>  <p>b. Reinforce previous content.</p>  | 1. Explore musical ideas through simple improvisations. <p>a. Improvise simple rhythmic melodies and melodic variations or embellishments on given pentatonic melodies (on C, F, G), and/or major keys (C, F, G) [G, D, A on guitar].</p>  <p>b. Improvise music in at least one performance medium using acoustic or electronic sound sources.</p>  |
| 2. Preserve musical ideas through simple compositions and arrangements. <p>a. Use traditional and non-traditional notation as a means of retaining musical ideas.</p>  <p>b. Create a sound composition based on a literary work, a place, a personal experience, or other selected subject.</p>  | 2. Preserve musical ideas through simple compositions and arrangements. <p>a. Arrange pieces for voices or instruments other than those for which the pieces were written.</p>  <p>b. Create a short original musical composition using contemporary compositional techniques or modern technologies.</p>  | 2. Preserve musical ideas through simple compositions and arrangements. <p>a. Utilize electronic technology to arrange pieces for voices or instruments other than those for which the pieces were written.</p>  <p>b. Create a composition using free form, serial, chance, or original compositional techniques.</p>  |

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4.0 Aesthetics and Criticism:

Students will demonstrate the ability to make aesthetic judgments.

| LEVEL 1 | LEVEL 2 | LEVEL 3 |
|---|---|--|
| 1. Evaluate selected musical compositions using established criteria. | 1. Evaluate selected musical compositions using established criteria. | 1. Evaluate selected musical compositions using established criteria. |
| a. Develop evaluative criteria based on the elements and forms of music.  | a. Reinforce previous content.  | a. Reinforce previous content.  |
| 2. Formulate, apply and communicate criteria for evaluating personal performances and the performances of others. | 2. Formulate, apply and communicate criteria for evaluating personal performances and the performances of others. | 2. Formulate, apply and communicate criteria for evaluating personal performances and the performances of others. |
| a. Identify the composer's intended dynamic levels, tempi, phrasing, and other related characteristics when performing or listening to music.  | a. Listen to musical performances and evaluate them according to the use of dynamic levels, tempi, phrasing, and other related characteristics.  | a. Formulate and apply criteria to critique personal performances, improvisations, and compositions, and the performances of others.  |
| b. Compare different performances of the same selection of music and analyze how interpretation affects the listener's reactions.  | b. Reinforce previous content.  | b. Reinforce previous content.  |