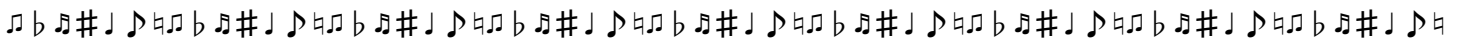


Brentsville District High School Choral Department

Learning Objectives/Key Skills Taught as of 3/12/2020

(from the Sample Music Curriculum for Virginia Public Schools, Virginia Department of Education, 2015)



High School Vocal/Choral Music, Beginning Level

INSTRUCTIONAL OBJECTIVES

The goal of the instructional objectives for High School Vocal/Choral Music, Beginning Level is to enable students to obtain musical knowledge and skills in the choral setting. Students begin to develop choral skills, including singing in unison and two-part harmony with emphasis on vocal production and technique. They learn to read, write, and compose music, using basic music theory. Students explore and perform music in a variety of musical styles. They develop an understanding of expected concert etiquette. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

Developing Music Literacy

1. The student will identify the basic components of a vocal score.
MUS: HCB.1.1 | E: 9.1, 9.2, 9.3, 9.4
2. The student will echo, read, and notate rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, eighth-note and quarter-note triplets, and corresponding rests.
MUS: HCB.1.2 | E: 9.1, 9.2, 9.3, 9.4
3. The student will identify the functions of the sharp, flat, and natural signs.
MUS: HCB.1.3 | E: 9.1, 9.2, 9.3, 9.4
4. The student will identify key signatures (C, F, G, D).
MUS: HCB.1.4 | E: 9.1, 9.2, 9.3, 9.4
5. The student will identify the meaning of the upper and lower numbers of time signatures in duple and triple meters.
MUS: HCB.1.6 | E: 9.1, 9.2, 9.3, 9.4
6. The student will identify, read, and perform music in simple meters ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, C, $\frac{6}{8}$).
MUS: HCB.1.6
7. The student will identify dynamic markings, including *pp*, *p*, *mp*, *mf*, *f*, *ff*, crescendo, and decrescendo.
MUS: HCB.1.8 | E: 9.1, 9.2, 9.3, 9.4
8. The student will identify the fermata, repeat sign, da capo, dal segno, coda, and fine.
MUS: HCB.1.10 | E: 9.1, 9.2, 9.3, 9.4
9. The student will use contemporary technology to reinforce choral skills.
MUS: HCB.1.11 | E: 9.1, 9.2, 9.3, 9.4

Sight-Reading Music

10. The student will sight-sing eight-measure, stepwise melodic patterns, using a system (e.g., solfege, numbers, neutral syllables) while maintaining a steady beat.
MUS: HCB.1.5 | E: 9.1, 9.2, 9.3, 9.4
11. The student will sight-sing all requirements found in VCDA Sight-Reading HSL1.
MUS: HCB.1.5 | E: 9.1, 9.2, 9.3, 9.4

Developing Aural Skills

12. The student will aurally recognize and demonstrate diatonic intervals (M2, M3, P4, P5, octave).
MUS: HCB.2.1 | E: 9.1, 9.3, 9.4

13. The student will aurally distinguish major and minor tonalities.
MUS: HCB.2.2 | E: 9.1, 9.3, 9.4
14. The student will aurally identify similar and contrasting musical phrases and sections.
MUS: HCB.2.3 | E: 9.1, 9.3, 9.4

Performance

Demonstrating Vocal Techniques and Choral Skills

15. The student will use proper posture for singing.
MUS: HCB.3.1 | E: 9.1, 9.3
16. The student will use proper breathing techniques for singing.
MUS: HCB.3.2 | E: 9.1, 9.3
17. The student will identify vocal anatomy, including the functions of the diaphragm and soft palate in singing.
MUS: HCB.3.3 | E: 9.1, 9.3
18. The student will develop vocal independence, agility, and range by singing appropriate vocal exercises.
MUS: HCB.3.4 | E: 9.1, 9.3
19. The student will sing with a free and clear tone.
MUS: HCB.3.6 | E: 9.1, 9.3
20. The student will sing with accurate intonation.
MUS: HCB.3.6 | E: 9.1, 9.3
21. The student will demonstrate proper diction (i.e., pure vowel sounds, diphthongs, consonants).
MUS: HCB.3.5 | E: 9.1, 9.3
22. The student will demonstrate smooth transition between chest voice and head voice.
MUS: HCB.3.4
23. The student will blend with other singers on the same vocal part and across sections, using accurate intonation.
MUS: HCB.3.6 | E: 9.1, 9.3
24. The student will sing an assigned vocal part in simple harmony in an ensemble.
MUS: HCB.3.7 | E: 9.1, 9.3
25. The student will sing music literature with and without instrumental accompaniment in at least one language other than English.
MUS: HCB.3.8 | E: 9.1, 9.3
26. The student will sing music literature from memory and from score.
MUS: HCB.3.9 | E: 9.1, 9.3

Demonstrating Musicianship and Personal Responsibility

27. The student will apply tempo markings (presto, allegro, andante, adagio, rallentando, ritardando, accelerando).
MUS: HCB.4.1 | E: 9.1, 9.3, 9.4
28. The student will perform rhythmic patterns that include whole notes, dotted half notes, half notes, dotted quarter notes, quarter notes, eighth notes, sixteenth notes, eighth-note and quarter-note triplets, and corresponding rests.
MUS: HCB.4.2 | E: 9.1, 9.3, 9.4
29. The student will interpret dynamic markings (*pp*, *p*, *mp*, *mf*, *f*, *ff*, crescendo, decrescendo).
MUS: HCB.4.3 | E: 9.1, 9.3, 9.4
30. The student will interpret the fermata, repeat sign, da capo, dal segno, coda, and fine.
MUS: HCB.4.4 | E: 9.1, 9.3, 9.4
31. The student will demonstrate expressive phrasing.
MUS: HCB.4.5 | E: 9.1, 9.3, 9.4
32. The student will respond to basic conducting patterns and interpretive gestures.
MUS: HCB.4.6 | E: 9.1, 9.3, 9.4
33. The student will use facial and physical expressions that reflect the mood and style of the music.
MUS: HCB.4.7 | E: 9.1, 9.3, 9.4
34. The student will cooperate and collaborate as a singer during a rehearsal.
MUS: HCB.6.2 | E: 9.1

35. The student will participate in a variety of performances.
MUS: HCB.6.1 | E: 9.1
36. The student will participate in curricular and co-curricular events (e.g., concerts, other performances) and in All-County and All-District events.
MUS: HCB.6.1 | E: 9.1

Responding to Music with Movement

37. The student will respond to music with movement by performing nonchoreographed and choreographed movements.
MUS: HCB.5 | E: 9.1, 9.3, 9.4

Music History and Cultural Context

Understanding Historical and Cultural Influences

38. The student will identify the cultures, musical styles, composers, and historical periods associated with the music literature being studied.
MUS: HCB.7.1 | E: 9.1, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8 | H: WHI.1, WHI.5, WHI.6, WHI.10, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.6, WHII.11, CE.4, CE.14
39. The student will identify ways in which culture and technology influence the development of choral music and vocal styles.
MUS: HCB.7.2 | E: 9.1, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8 | H: WHI.1, WHI.5, WHI.6, WHI.10, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.6, WHII.11, CE.4, CE.14

Making Connections

40. The student will demonstrate concert etiquette as an active listener.
MUS: HCB.7.6 | E: 9.1, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8 | H: WHI.1, WHI.5, WHI.6, WHI.10, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.6, WHII.11, CE.4, CE.14

Analysis, Evaluation, and Critique

41. The student will describe the importance of cultural influences and historical context for the interpretation of works of music.
MUS: HCB.8.1 | E: 9.1, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8 | H: WHI.1, WHI.5, WHI.6, WHI.10, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.6, WHII.11
42. The student will describe works of music, using inquiry skills and music terminology.
MUS: HCB.8.2 | E: 9.1, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8 | H: WHI.1, WHI.5, WHI.6, WHI.10, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.6, WHII.11
43. The student will examine accepted criteria used for evaluating works of music.
MUS: HCB.8.3 | E: 9.1, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8 | H: WHI.1, WHI.5, WHI.6, WHI.10, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.6, WHII.11
44. The student will describe performances of music, using music terminology.
MUS: HCB.8.4 | E: 9.1, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8 | H: WHI.1, WHI.5, WHI.6, WHI.10, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.6, WHII.11
45. The student will examine accepted criteria (e.g., VCDA assessment rubrics, VCDA assessment forms, teacher-developed rubrics) used for critiquing vocal performances.
MUS: HCB.8.5 | E: 9.1, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8 | H: WHI.1, WHI.5, WHI.6, WHI.10, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.6, WHII.11

Aesthetics

46. The student will describe aesthetic criteria used for determining the quality of a work of music or importance of a musical style.
MUS: HCB.9.2 | E: 9.1, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8 | H: WHI.1, WHI.5, WHI.6, WHI.10, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.6, WHII.11, CE.4
47. The student will explain preferences for different works of music, using music terminology.
MUS: HCB.9.3 | E: 9.1, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8 | H: WHI.1, WHI.5, WHI.6, WHI.10, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.6, WHII.11, CE.4

48. The student will identify ways in which music evokes sensory, emotional, and intellectual responses, including ways in which music can be persuasive.
MUS: HCB.9.4 | E: 9.1, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8 | H: WHI.1, WHI.5, WHI.6, WHI.10, WHI.12, WHI.13, WHII.1, WHII.2, WHII.3, WHII.6, WHII.11, CE.4

High School Vocal/Choral Music, Intermediate Level

INSTRUCTIONAL OBJECTIVES

The goal of the instructional objectives for High School Vocal/Choral Music, Intermediate Level is to enable students to build upon the skills and knowledge acquired at the beginning level. Students continue the development of vocal production techniques and ensemble participation. Opportunities are provided for students to explore choral music as a means of expression and communication. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

Developing Music Literacy

49. The student will identify components of a vocal score.
MUS: HCL.1.1 | E: 10.1, 10.3, 10.4, 10.5, 10.8
50. The student will echo, read, and notate rhythmic patterns that include dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth, half-note triplets, and corresponding rests.
MUS: HCL.1.2 | E: 10.1, 10.3, 10.4, 10.5, 10.8
51. The student will identify key signatures (C, F, B-flat, G, D).
MUS: HCL.1.3 | E: 10.1, 10.3, 10.4, 10.5, 10.8
52. The student will identify modulations in choral scores.
MUS: HCL.1.7 | E: 10.1, 10.3, 10.4, 10.5, 10.8
53. The student will demonstrate understanding of the grand staff.
MUS: HCL.1.8 | E: 10.1, 10.3, 10.4, 10.5, 10.8
54. The student will use contemporary technology to reinforce choral skills.
MUS: HCL.1.9 | E: 10.1, 10.3, 10.4, 10.5, 10.8

Sight-Reading Music

55. The student will sight-sing eight-measure, stepwise melodic patterns from two-part scores, while maintaining a steady beat.
MUS: HCL.1.4 | E: 10.1, 10.3, 10.4, 10.5, 10.8
56. The student will sight-sing all requirements found in VCDA Sight-Reading HSL2.
MUS: HCL.1.4 | E: 10.1, 10.3, 10.4, 10.5, 10.8

Developing Aural Skills

57. The student will aurally recognize and demonstrate diatonic intervals (m2, m3, M6, m7).
MUS: HCL.2.1 | E: 10.1, 10.3, 10.5
58. The student will aurally identify ascending and descending half-step and whole-step intervals.
MUS: HCL.2.2 | E: 10.1, 10.3, 10.5
59. The student will aurally identify *a cappella* vs. accompanied singing, including ostinato.
MUS: HCL.2.6 | E: 10.1, 10.3, 10.5

Performance

Demonstrating Vocal Techniques and Choral Skills

60. The student will consistently use proper posture for singing.
MUS: HCL.3.1 | E: 10.1, 10.3, 10.4, 10.5 | S: BIO.4
61. The student will consistently use proper breathing techniques for singing.
MUS: HCL.3.2 | E: 10.1, 10.3, 10.4, 10.5 | S: BIO.4
62. The student will demonstrate diaphragmatic breathing.
MUS: HCL.3.3 | E: 10.1, 10.3, 10.4, 10.5 | S: BIO.4
63. The student will demonstrate the difference between head voice and chest voice.
MUS: HCL.3.4 | E: 10.1, 10.3, 10.4, 10.5 | S: BIO.4
64. The student will demonstrate smooth transition between chest voice and head voice.
MUS: HCL.3.4
65. The student will strengthen vocal independence, agility, and range by singing appropriate vocal exercises.
MUS: HCL.3.5 | E: 10.1, 10.3, 10.4, 10.5 | S: BIO.4
66. The student will sing with a free and clear tone.
MUS: HCL.3.2
67. The student will sing with accurate intonation.
MUS: HCL.3.7 | E: 10.1, 10.3, 10.4, 10.5 | S: BIO.4
68. The student will consistently use proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants).
MUS: HCL.3.6 | E: 10.1, 10.3, 10.4, 10.5 | S: BIO.4
69. The student will blend with other singers across sections, using accurate intonation.
MUS: HCL.3.7 | E: 10.1, 10.3, 10.4, 10.5 | S: BIO.4
70. The student will sing an assigned vocal part in simple harmony alone or in ensemble.
MUS: HCL.3.8 | E: 10.1, 10.3, 10.4, 10.5 | S: BIO.4
71. The student will sing music literature with and without instrumental accompaniment in at least one language other than English.
MUS: HCL.3.9 | E: 10.1, 10.3, 10.4, 10.5 | S: BIO.4
72. The student will sing music literature from memory and from score.
MUS: HCL.3.10 | E: 10.1, 10.3, 10.4, 10.5 | S: BIO.4

Demonstrating Musicianship and Personal Responsibility

73. The student will interpret various tempos while singing.
MUS: HCL.4.1 | E: 10.1, 10.3, 10.4, 10.5
74. The student will perform rhythmic patterns that include syncopations, hemiolas, dotted-half-quarter, dotted-quarter-eighth, dotted-eighth-sixteenth, half-note triplets, and corresponding rests.
MUS: HCL.4.2 | E: 10.1, 10.3, 10.4, 10.5
75. The student will perform syncopations and hemiolas in music literature.
MUS: HCL.4.3 | E: 10.1, 10.3, 10.4, 10.5
76. The student will consistently apply dynamic markings while maintaining accurate intonation.
MUS: HCL.4.4 | E: 10.1, 10.3, 10.4, 10.5
77. The student will demonstrate consistent use of phrasing.
MUS: HCL.4.5 | E: 10.1, 10.3, 10.4, 10.5
78. The student will respond to a wide range of conducting patterns and interpretive gestures.
MUS: HCL.4.6 | E: 10.1, 10.3, 10.4, 10.5
79. The student will consistently use facial and physical expressions that reflect the mood and style of the music.
MUS: HCL.4.7 | E: 10.1, 10.3, 10.4, 10.5
80. The student will cooperate and collaborate as a singer in a rehearsal.
MUS: HCL.6.2 | E: 10.1
81. The student will participate in a variety of performances and other music activities.
MUS: HCL.6.1 | E: 10.1

82. The student will participate in
- curricular and co-curricular events (e.g., concerts, other performances)
 - All-County Choir, All-District Choir, VMEA Honors Choir, and All-Virginia Chorus.
- MUS: HCL.6.1 | E: 10.1

Music History and Cultural Context

Making Connections

83. The student will consistently demonstrate concert etiquette as an active listener.
- MUS: HCL.7.8 | E: 10.1, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 | H: WG.3, WG.4, WG.6, CE.4, CE.14

Analysis, Evaluation, and Critique

84. The student will explain the importance of cultural influences and historical context for the interpretation of works of music.
- MUS: HCL.8.1 | E: 10.1, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 | H: WG.3, WG.4, WG.6
85. The student will interpret works of music, using inquiry skills and music terminology.
- MUS: HCL.8.2 | E: 10.1, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 | H: WG.3, WG.4, WG.6
86. The student will apply accepted criteria used for evaluating works of music.
- MUS: HCL.8.3 | E: 10.1, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 | H: WG.3, WG.4, WG.6
87. The student will examine accepted criteria (e.g., VCDA assessment rubrics, VCDA assessment forms, teacher-developed rubrics) used for critiquing vocal performances.
- MUS: HCL.8.4 | E: 10.1, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 | H: WG.3, WG.4, WG.6

Aesthetics

88. The student will describe personal emotional and intellectual responses to works of music, using music terminology.
- MUS: HCL.9.2 | E: 10.1, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 | H: WG.3, WG.4, WG.6, CE.4
89. The student will analyze ways in which music can evoke emotion and be persuasive.
- MUS: HCL.9.3 | E: 10.1, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 | H: WG.3, WG.4, WG.6, CE.4
90. The student will apply aesthetic criteria for determining the quality of a work of music or importance of a musical style.
- MUS: HCL.9.4 | E: 10.1, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8 | H: WG.3, WG.4, WG.6, CE.4

High School Vocal/Choral Music, Advanced Level

INSTRUCTIONAL OBJECTIVES

The goal of the instructional objectives for High School Vocal/Choral Music, Advanced Level is to enable students to build upon the skills and knowledge acquired at the intermediate level. As students perform choral works and sight-read music, they expand their performance abilities and creativity. Through the collaborative environment of the choral setting, students demonstrate teamwork and display leadership skills. They develop an understanding of and appreciation for vocal/choral music and its relationship to other disciplines. Students are provided with opportunities to participate in local, district, regional, and state events.

Music Theory/Literacy

Developing Music Literacy

91. The student will identify components of three- and four-part choral scores.
- MUS: HCL.1.1 | E: 11.1, 11.3, 11.4, 11.5, 11.8
92. The student will read and interpret complex rhythmic patterns that include syncopations and hemiolas.
- MUS: HCL.1.2 | E: 11.1, 11.3, 11.4, 11.5, 11.8

93. The student will use contemporary technology to reinforce choral skills.
MUS: HCAD.1.7 | E: 11.1, 11.3, 11.4, 11.5, 11.8

Sight-Reading Music

94. The student will sight-sing eight-measure melodic patterns containing tonic triad skips from two- or three-part scores, while maintaining a steady beat.
MUS: HCAD.1.4 | E: 11.1, 11.3, 11.4, 11.5, 11.8
95. The student will sight-sing all requirements found in VCDA Sight-Reading HSL3.
MUS: HCAD.1.4 | E: 11.1, 11.3, 11.4, 11.5, 11.8

Developing Aural Skills

96. The student will aurally recognize and identify all diatonic intervals.
MUS: HCAD.2.1 | E: 11.1, 11.3, 11.5

Performance

Demonstrating Vocal Techniques and Choral Skills

97. The student will model proper posture for singing.
MUS: HCAD.3.1 | E: 11.1, 11.3, 11.4, 11.5
98. The student will model proper breathing techniques for singing.
MUS: HCAD.3.2 | E: 11.1, 11.3, 11.4, 11.5
99. The student will identify the effects of physiological changes and external influences on the voice.
MUS: HCAD.3.3 | E: 11.1, 11.3, 11.4, 11.5
100. The student will integrate principles of vocal health in singing (e.g., diaphragmatic support, open throat, raised soft palate).
MUS: HCAD.3.4 | E: 11.1, 11.3, 11.4, 11.5
101. The student will increase breath control through strength and endurance exercises.
MUS: HCAD.3.5 | E: 11.1, 11.3, 11.4, 11.5
102. The student will increase vocal independence, agility, and range by singing appropriate vocal exercises, including use of head and chest voices.
MUS: HCAD.3.6 | E: 11.1, 11.3, 11.4, 11.5
103. The student will demonstrate smooth transition between chest voice and head voice.
MUS: HCAD.3.6
104. The student will sing with a free and clear tone.
MUS: HCAD.3.7
105. The student will sing with accurate intonation.
MUS: HCAD.3.7 | E: 11.1, 11.3, 11.4, 11.5
106. The student will adjust intonation for balance and blend.
MUS: HCAD.3.7 | E: 11.1, 11.3, 11.4, 11.5
107. The student will sing an assigned vocal part in complex harmony.
MUS: HCAD.3.8 | E: 11.1, 11.3, 11.4, 11.5
108. The student will consistently apply proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants).
MUS: HCAD.3.9 | E: 11.1, 11.3, 11.4, 11.5
109. The student will sing music literature with and without instrumental accompaniment in at least two languages other than English.
MUS: HCAD.3.10 | E: 11.1, 11.3, 11.4, 11.5
110. The student will sing music literature from memory and from score.
MUS: HCAD.3.11 | E: 11.1, 11.3, 11.4, 11.5

Demonstrating Musicianship and Personal Responsibility

111. The student will interpret and apply various tempos while singing.
MUS: HCAD.4.1 | E: 11.1, 11.3, 11.4, 11.5

112. The student will perform complex rhythmic patterns that include syncopations and hemiolas in duple and triple meters.
MUS: HCAD.4.2 | E: 11.1, 11.3, 11.4, 11.5
113. The student will consistently apply dynamic markings in musical scores and exercises while maintaining accurate intonation.
MUS: HCAD.4.3 | E: 11.1, 11.3, 11.4, 11.5
114. The student will model expressive phrasing.
MUS: HCAD.4.4 | E: 11.1, 11.3, 11.4, 11.5
115. The student will respond to advanced conducting patterns and interpretive gestures.
MUS: HCAD.4.5 | E: 11.1, 11.3, 11.4, 11.5
116. The student will consistently use facial and physical expressions that reflect the mood and style of the music.
MUS: HCAD.4.6 | E: 11.1, 11.3, 11.4, 11.5
117. The student will cooperate as a singer in a rehearsal.
MUS: HCAD.6.2 | E: 11.1
118. The student will participate in a variety of performances and other music activities.
MUS: HCAD.6.1 | E: 11.1
119. The student will participate in
- curricular and co-curricular events (e.g., concerts, other performances)
 - All-County Choir, All-District Choir, VMEA Honors Choir, and All-Virginia Chorus.
- MUS: HCAD.6.1 | E: 11.1

Responding to Music with Movement

120. The student will create movement individually or collaboratively.
MUS: HCAD.5.2 | E: 11.1

Music History and Cultural Context

Understanding Historical and Cultural Influences

121. The student will compare and contrast a variety of musical periods and styles, using music terminology.
MUS: HCAD.7.2 | E: 11.1, 11.3, 11.4, 11.5, 11.8 | H: VUS.1, VUS.2, VUS.6, VUS.10, VUS.12, VUS.15, CE.4, CE.14

Making Connections

122. The student will model exemplary concert etiquette as an active listener.
MUS: HCAD.7.8 | E: 11.1, 11.3, 11.4, 11.5, 11.8 | H: VUS.1, VUS.2, VUS.6, VUS.10, VUS.12, VUS.15, CE.4, CE.14

Analysis, Evaluation, and Critique

123. The student will examine ways in which personal experiences influence critical judgment about works of music and musical performances.
MUS: HCAD.8.2 | E: 11.1, 11.3, 11.4, 11.5, 11.8 | H: VUS.1, VUS.6, VUS.10, VUS.12, VUS.15
124. The student will compare and contrast works of music, using music terminology.
MUS: HCAD.8.3 | E: 11.1, 11.3, 11.4, 11.5, 11.8 | H: VUS.1, VUS.6, VUS.10, VUS.12, VUS.15
125. The student will evaluate works of music, using accepted criteria.
MUS: HCAD.8.4 | E: 11.1, 11.3, 11.4, 11.5, 11.8 | H: VUS.1, VUS.6, VUS.10, VUS.12, VUS.15
126. The student will compare and contrast music performances.
MUS: HCAD.8.5 | E: 11.1, 11.3, 11.4, 11.5, 11.8 | H: VUS.1, VUS.6, VUS.10, VUS.12, VUS.15
127. The student will critique vocal performances of self and others (e.g., VCDA assessment rubrics, VCDA assessment forms, teacher-developed rubrics), using critical-thinking skills.
MUS: HCAD.8.6 | E: 11.1, 11.3, 11.4, 11.5, 11.8 | H: VUS.1, VUS.6, VUS.10, VUS.12, VUS.15

Aesthetics

128. The student will analyze and explain personal emotional and intellectual responses to works of music, using music terminology.
MUS: HCAD.9.1 | E: 11.1, 11.3, 11.4, 11.5, 11.8 | H: VUS.1, VUS.6, VUS.10, VUS.12, VUS.15
129. The student will analyze aesthetic criteria used for evaluating works of music or critiquing musical performances.
MUS: HCAD.9.2 | E: 11.1, 11.3, 11.4, 11.5, 11.8 | H: VUS.1, VUS.6, VUS.10, VUS.12, VUS.15