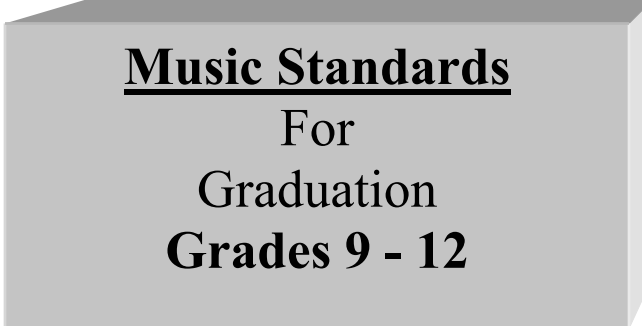


WISSAHICKON SCHOOL DISTRICT  
Ambler, Pennsylvania 19002-3496



**Music Standards**  
For  
Graduation  
**Grades 9 - 12**

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9.1 Proposed Academic Standards for the Humanities

9.1.12 Production, Performance and Exhibition of Music

A. Know & use the Elements & Principles of music to understand, perform and create works in music.

- Elements
  - Duration
  - Intensity
  - Pitch
  - Timbre
- Principles
  - Composition
  - Form
  - Genre
  - Harmony
  - Rhythm
  - Texture

B. Recognize, know, use & demonstrate a variety of appropriate music Elements and Principles to produce, review and revise original works in music.

- Sing
- Play an instrument
- Read and notate music
- Compose and arrange
- Improvise

C. Integrate and apply advanced vocabulary to the art form.

D. Demonstrate specific styles in combination through the production of a unique work in music.

E. Delineate a unifying theme through the production of a work in music that reflects skills in processes and techniques.

<p>F. Analyze works in music influenced by experiences or historical and cultural events through production, performance or exhibition.</p>
<p>G. Analyze the effect of rehearsal and practice sessions.</p>
<p>H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in music.</p> <ul style="list-style-type: none"><li>• Evaluate the use and applications of supplies and equipment.</li><li>• Evaluate issues of cleanliness.</li><li>• Evaluate the use and applications of mechanical/electrical equipment.</li><li>• Evaluate differences among selected physical space/environment.</li><li>• Evaluate the use and application of safe props/stage equipment.</li><li>• Evaluate the use and apply safe methods for storing supplies and equipment.</li></ul>
<p>I. Distinguish among a variety of regional musical events and resources and analyze methods of selection and admission.</p>
<p>J. Analyze and evaluate the use of traditional and contemporary technologies for producing and performing works in music or the works of others.</p> <ul style="list-style-type: none"><li>• Analyze traditional technologies (e.g., musical instruments, choral costuming, 78rpm records, tuning fork, metronome).</li><li>• Analyze contemporary technologies (e.g., electronic musical instruments &amp; amplifiers, microphone, MIDI software &amp; technology, digital recordings, computer generated marching band designs).</li></ul>
<p>K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>

9.2 Historical & Cultural Contexts

9.2.12 Historical and Cultural Contexts
A. Explain the historical, cultural and social context of an individual work in music.
B. Relate works in music chronologically to historical events (e.g., 10,000 B.C. to present).
C. Relate works in music to varying styles and genre and to the periods in which they were created. (e.g., Renaissance, Baroque, Classical, Romantic, Contemporary, others).
D. Analyze a work in music from its historical and cultural perspective.
E. Analyze how historical events and culture impact forms, techniques and purposes of works in music. (e.g., Gilbert and Sullivan operettas).
F. Know and use appropriate vocabulary used between social studies and the arts and humanities.
G. Relate works in music to geographic regions: <ul style="list-style-type: none"><li>• Africa</li><li>• Asia</li><li>• Australia</li><li>• Central America</li><li>• Europe</li><li>• North America</li><li>• South America</li></ul>
H. Identify, describe and analyze the work of Pennsylvania musicians.
I. Identify, explain and analyze philosophical beliefs as they relate to works in music. (e.g. rock music, rap music).

Wissahickon School District Music Standards – Grades 9 - 12

J. Identify, explain and analyze historical and cultural differences as they relate to works in music (ethnic dance and music).

K. Identify, explain and analyze traditions as they relate to works in music (work songs – spirituals and blue grass).

L. Identify, explain and analyze common themes, forms and techniques from works in music (e.g., Stravinsky's *The Rite of Spring* and Andre' Breton's *Surrealist Manifesto*).

9.3 Critical Response

9.3.12 Critical Response
A. Explain and apply the critical examination processes of works in music and the humanities. <ul style="list-style-type: none"><li>• Compare and contrast</li><li>• Analyze</li><li>• Interpret</li><li>• Form and test hypotheses</li><li>• Evaluate/form judgments</li></ul>
B. Determine and apply criteria to a person’s work and works of others in music.
C. Apply systems of classification for interpreting works in music and forming a critical response.
D. Analyze and interpret works in music from different societies using culturally specific vocabulary of critical response.
E. Examine and evaluate various types of critical analysis of works in music. <ul style="list-style-type: none"><li>• Contextual criticism</li><li>• Formal criticism</li><li>• Intuitive criticism</li></ul>
F. Analyze the processes of criticism used to compare the meanings of a work in music in both its own and present time.
G. Analyze works in music by referencing the judgments advanced by music critics as well as one’s own analysis and critique.

9.4 Aesthetic Response

9.4.12 Aesthetic Response
A. Evaluate an individual's philosophical statement on a work in music and its relationship to one's own life based on knowledge and experience.
B. Describe and analyze the effects that works in music have on groups, individuals and the culture.
C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response.
D. Analyze and interpret a philosophical position identified in works in music.