

COMMUNITY UNIT SCHOOL DISTRICT 200

Sinfonia

High School – Grades: 9, 10, 11, 12

Intermediate Level – Multiple Semesters

Elective

1. Subject Expectation (State Goal 25) The student will know the language of the arts.

Essential Learning 1 (Learning Standard A)	Understand the sensory, elements, organizational principles and expressive qualities of the arts
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| Critical Content | 25.A.4 | a. | analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts |
| | | * | <ul style="list-style-type: none">• read music that contains advanced technical demands, expanded ranges, and varied interpretive requirements• identify, describe and apply the following elements of music<ul style="list-style-type: none">- intonation-learn scales and modes performed on their instrument- tone/timbre-explore varied/appropriate tone color through listening within the ensemble, paying attention to bow pressure, bow speed and vibrato- phrasing – understand and apply through melodic/harmonic motion and rhythm- articulations-understand and apply use of accents, staccato , legato and marcato- dynamics-understand and appreciate the use of silence, and varying sound levels as a means of musical expression |
| | | * | <ul style="list-style-type: none">- tempo/pulse-understand tempo/pulse as the core ingredient in energetic and meaningful music making apply tenuto, accelerando, ritardando, rallentando and rubato |
| | | * | <ul style="list-style-type: none">• read an advanced score, and in so doing, be able to identify and perform notated pitches, rhythms, and key signatures<ul style="list-style-type: none">- read orchestra music using correct fingerings, both diatonic and chromatic- perform on instrument major, minor and chromatic scales- perform on instrument major, minor, augmented and diminished triads |

- * • read music that contains advanced technical demands, expanded ranges, and varied interpretive requirements
 - * • through analysis, discussion, and performance understand musical form, harmony, and melody
 - understand and demonstrate how individual part functions in the overall ensemble
 - understand overall structure of an orchestral work such as ABA form, or strophic form
 - * • through discussion and performance, demonstrate awareness of the affective, cognitive, and kinesthetic principles of expressive qualities
 - understand and apply advanced bowing technique to support characteristic sound of the instrument
 - understand and consistently apply bowing techniques without teacher intervention
- 25.A.5 b. analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning
- through discussion, writing, and performance, understand the use of aesthetic qualities as communication
 - identify and present elements in music, which convey intent and give meaning in their work and the work of others, i.e. the quality and effectiveness of artists' performances/compositions

Essential Learning 2 (Learning Standard B)	Understand the similarities, distinctions, and connections in and among the arts
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- Critical Content 25.B.4 a. analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context
- select and apply one or more descriptors from a given list, to works of art sharing the same period
 - identify the acknowledged five periods of the arts and focus on four of these areas through performance

2. Subject expectation (State Goal 26) Through creating and performing, the students will understand how works of art are produced.

Essential Learning 1 (Learning Stand A)	Understand the processes, traditional tools and modern technologies used in the arts
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- Critical Content 26.A.4c a. analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing
- through listening, discussion, and performing students will analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing
- 26.A.4d b. demonstrate the ability to read written notation for a vocal

- part
- 26.A.5 c. analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas
- through listening, discussion, and performance evaluation, students will understand the elements of tone color
 - understand and apply the principles of resonance in both individual and ensemble performance, and distinguish between dark/rich color and bright/thin color
 - discuss and evaluate appropriate tone and timbre as it relates to a specific piece of music
 - present and discuss recorded and live musical performances which point to a specific tool or technology and analyze the way in which performers interpret the intent of the selected musical piece, and its creator
 - discuss new possibilities for the use of musical tools and technologies by comparing and contrasting sound production of instruments from various cultures

Essential Learning 2 (Learning Standard B)	Apply the skills and knowledge necessary to create and perform in one or more of the arts
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| Critical Content | <p>26.B.4c a. create and perform music of challenging complexity and length with expression</p> <ul style="list-style-type: none"> • create and perform a complex piece of music of significant length and expression using identified elements such as unity/variety, tension/release, form, timbre, and style <ul style="list-style-type: none"> - perform with an awareness of the role of the individual, and his/her importance in creating a sense of ensemble, within his/her section and within the orchestra as a whole - understand ownership of the music making process as an essential ingredient to achieving high levels of performance • present and invite others into a performance of an original piece of music using improvisational elements of harmony, melody and rhythm <p>26.B.5 b. create and perform a complex work of art using a variety of techniques, technologies, and resources an independent decision making</p> <ul style="list-style-type: none"> • perform alone and with others, a varied repertoire of music • use ensemble skills (e.g. balance, intonation, rhythmic unity) when performing as part of a group <ul style="list-style-type: none"> - improvise melodies, variations, and accompaniments - improvise stylistically appropriate harmonizing parts - improvise rhythmic and melodic variations on given |
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- pentatonic melodies and melodies in major and minor keys (e.g., folk songs, standard pop songs, hymn tunes)
 - improvise original melodies over given chord progressions in a consistent style, meter, and tonality
- * ● compose and arrange music within specified guidelines
 - compose music in a variety of distinct styles (e.g., classical, folk, pop, jazz, rock)
- * - use the elements of music for expressive effect (e.g., pitch, rhythm, harmony, dynamics, timbre, texture, form)
- * - compose and arrange music for a duet or larger ensemble
- * - understand the ranges and traditional uses of various sound sources (e.g., voices, acoustic)
- know and apply appropriate criteria to music and musical performances
 - understand how the elements of music and expressive devices are used in music from diverse genres and cultures
 - understand the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings)
- * - understand compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work (e.g., motives, imitation, retrograde, inversion)
- * - know specific criteria that affect the quality and effectiveness of musical performances, compositions, arrangements, and improvisations (e.g., considers questions of unity or variety, consistency, appropriate use of resources)

**3. Subject expectation
(State Goal 27)**

Student will understand the role of the arts in civilizations past and present.

Essential Learning 1 (Learning Standard A)	Analyze how the arts function in history, society and everyday life
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| Critical Content | 27.A.4a a. evaluate how consumer trends in the arts affect the types and styles of art products

27.A.4b b. analyze how the arts are used to inform and persuade through traditional and contemporary art forms |
| | <ul style="list-style-type: none"> * ● discuss and present examples of how consumer trends affect the types and styles of music produced, and the role of the music industry (e.g. record producers, concert arrangers, studio production), the impact of the recorded music industry and the internet * ● analyze, discuss, and present examples of how music is |

- used to persuade and inform in traditional and contemporary music, and how music serves as a change catalyst, or as a reflection of societal changes
- 27.A.5 c. analyze how careers in the arts are expanding based on new technologies and societal change

Essential Learning 2 (Learning Standard B)	Understand how the arts shape and reflect history, society and everyday life
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| Critical Content | <p>27.B.4a a. analyze and classify the distinguishing characteristic of historical and contemporary art works by style, period, and culture</p> <ul style="list-style-type: none"> • identify and classify the distinguishing characteristics of selected historical and contemporary music by style, period and cultures (e.g., classical, jazz, pop, global/world music) <p>27.B.4b b. understand how the arts change in response to changes in society</p> <p style="padding-left: 40px;">* • understand how music changes in response to changes in society, and how music influenced society in a given time (e.g., jazz age, blues, rock and roll culture, Nationalism, Expressionism, folk music and spirituals/gospel music)</p> <p>27.B.5 c. analyze how the arts shape and reflect ideas, issues or themes in a particular historical period</p> |
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