

GRADES 9-12 PROFICIENT

Standards Comparison Recommendations

Music and English Language Arts CCSS

Connections

- Identifying and analyzing thematic material in a work of music, prose, or poetry and its development through treatment from a variety of elements and influences
- Planning, rehearsing, memorizing, and presenting a work of music, prose, or poetry from one of many time periods and cultural sources with performance practice appropriate to the style of the source of the work
- Analyzing, researching, and performing examples of musical expression from various cultures and time periods
- Comparing and describing characteristic examples of musical expression from various cultures and time periods
- Analyzing and explaining how subject matter and artistic techniques can be either altered or unchanged from one artistic medium to another

Suggestions

- Analyze the various effects on the melody line in the theme and variations in Haydn's symphony no. 94, mvt. 2. Ascribe an adjective or mood to the theme and some or all of the variations. Then apply those adjectives or moods to multiple readings of the famous limerick, "Hickory Dickory Dock"
- Sing a song or recite a poem or piece of prose after identifying specific qualities of performance practice to be emphasized
- Use the above suggestion and apply it to works from various cultural sources
- Compare/contrast the balcony scene from William Shakespeare's "Romeo and Juliet" with the same scene from the operatic version by Charles Gounod and/or the ballet by Tchaikovsky and explain how experiencing a performance from one medium can inform a performance in another
- Do the same operation as above with the novel, "Grapes of Wrath," by John Steinbeck and the song based on the book, composed by Woody Guthrie

Music and History/Social Science State Standards

Connections

- Linking the sources and development of musical trends and genres to the shifting demographics in California and the United States in the 20th century and those individuals associated with them
- Identifying and describing the genesis, development, and legacy of the art, music, and literature of the Harlem Renaissance and those individuals associated with them
- Contrasting the influences of indigenous cultural development with government-imposed cultural programs
- Explaining the influence technology has had on music making and the music business.
- Tracing and analyzing the simultaneous development in music and technology

Suggestions

- Analyze the "Top 40" or "Hit Parade" lists of the most popular songs from each decade of the twentieth century, and cite the dominant concurrent cultural and religious movements or events
- Create a multimedia presentation or audio essay that explains the history, primary personalities, and social and artistic zeitgeist of a particular movement in American art, such as the Harlem

Renaissance, the Beat Generation, jazz (Dixieland, Bebop), folk revival of 1930's or 1960's, punk rock in the 1970's, etc.

- Analyze the various musical styles of a particular decade in American music, contrasting the styles and impact of the popular or dominant genre(s) with less popular genres, accounting for the influences of class, race, content, region, etc.
- Discuss the impact of movies, radio, and amplified music on American music of early 20th century and the impact of the personal computer on late 20th century American music and how these technological changes created new audiences, genres, and styles

When Participating In Music Activities, Students Should:

- Perform music from various cultures and time periods
- Analyze social and cultural function of music, referring to the text to justify assertions
- Perform music from memory and from notation
- Perform music by oneself and with others
- Identify and analyze the form of a musical composition
- Express comprehension of musical form and function both verbally and in writing, referring to the text to justify assertions