

**HOWARD COUNTY PUBLIC SCHOOLS
INSTRUMENTAL MUSIC
GRADES THREE THROUGH TWELVE**

**GOALS AND OBJECTIVES
Grades Six, Seven, and Eight - Levels III and IV**

GOAL II: HISTORICAL, CULTURAL, AND SOCIAL CONTEXTS

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

CORE OBJECTIVE A. The student will describe how musical expression reflects social, political, and ethical issues.

Enabling Objectives:

1. The student will describe roles of music in individual and cultural expression.
1. The student will compare functions of music, roles of musicians, and conditions under which music is performed in various cultures.
2. The student will describe the influence of folk music on compositions for other genres.
3. The student will demonstrate audience behavior appropriate for the context and style of music performed.

Assessment Options: Essay (A7.2, A7.3)

Visual organizers (R4.0 – R4.6)

Oral questioning

Oral presentation

Performance

Printed program

Living Room Concert (A3.1, A3.2)

- Strategies:**
1. In cooperation with the Social Studies Department, have students research a social, political or ethical topic, for example, segregation - Rosa Parks, and compose a short essay. Have students then listen to an appropriate musical selection, for

example, *A Movement for Rosa* by Mark Camphouse, and complete a flow chart, labeling and describing how the music reflects the topic.

2. Have students perform a concert at home, selecting their own music, creating the printed program, and reflecting on the performance.

CORE OBJECTIVE B. The student will determine factors that influence musicians in specific historical eras and places.

Enabling Objectives:

1. The student will perform a diverse repertoire of music, relating each selection to the social and historical climate from which it emerged.
2. The student will discuss the impact of electronic technology on music, including digital synthesis, MIDI, and new recording methods.
3. The student will analyze musical styles from various historical periods and cultures.

Assessment Option: Oral presentation
Journal
Essay (A7.2, A7.3)

Strategy: Using the internet, have students research a topic related to music and technology. Student reports should include how technology affects today's musicians.

CORE OBJECTIVE C. The student will identify the relationship of music to dance, theatre, the visual arts, and other disciplines.

Enabling Objectives:

1. The student will discuss common elements in music, poetry, dance, theatre, and the visual arts.
2. The student will use nonverbal media to characterize music.
3. The student will discuss the fine arts as a unique means of individual creative expression.

4. The student will discuss music, which is inspired by literature, visual art, drama, or other means of artistic expression.
5. The student will describe ways in which the principles and subject matter of other disciplines are related to those of music.

Assessment Option: Visual organizers (R4.0 – R4.6)

- Strategies:**
1. In cooperation with the Visual Arts Department, have students create original artwork based on the concert music, for example, *Carnival of the Animals* by C. Saint-Saens. The artwork might be displayed during the performance.
 2. Have students utilize a diagram to facilitate a discussion on how music relates to other disciplines using a diagram.

CORE OBJECTIVE D. The student will identify and classify significant styles and genres in music history.

Enabling Objectives:

1. The student will identify and classify representative selections of music from the major style periods.
2. The student will compare and contrast musical examples representing various genres, styles, and cultures.
3. The student will explain why identified works are considered exemplary.
4. The student will discuss intercultural influences as represented in a variety of compositions.

Assessment Option: Short answer
Visual organizers (R4.0 – R4.6)

Strategy: Have students listen to and perform two contrasting pieces from different genres. Have students listen to additional examples and determine to which genre the example belongs, using appropriate musical terminology to explain their answers.