

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

**GOALS AND OBJECTIVES
Grades Nine, Ten, Eleven, and Twelve - Levels V and VI**

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 make connections between music from the oral and written traditions of various cultures.

Enabling Objectives:

1. The student will identify various roles in society performed by musicians and will describe contributions of representative individuals for each role.
2. The student will demonstrate knowledge of the ways instrumental ensemble music is used in cultures of the United States and other countries.
3. The student will identify and trace the evolution of the performing ensemble in which he or she plays.
4. The student will identify various opportunities to perform and hear music in the local school community and beyond.
5. The student will identify and explain the stylistic features of a given musical work to define its aesthetic tradition and its historical or cultural context.
6. The student will compare and contrast instrumental ensemble music in the United States with that of other cultures.

Assessment Options: Essay (A7.2)

Oral questioning

Conference

Visual organizers (R4.0 – R4.6)

- Strategies:**
1. Have students identify and explain the stylistic features of a musical work performed by them to define its aesthetic tradition and its historical or cultural context. (A7.2, R3.1 - R3.3)
 2. Compare instrumental ensemble music in the United States with that of other countries using the Venn Diagram.

CORE OBJECTIVE B. The student will describe the roles of music in reflecting and influencing diverse social structures.

Enabling Objectives:

1. The student will discuss the role instrumental music has played throughout history.
2. The student will discuss the historical and cultural significance of some works performed in the ensemble.
3. The student will demonstrate knowledge of the diversity of instrumental styles of some performed works and of the creative and inspirational processes which engendered them.
4. The student will demonstrate awareness of technological advances as they impact on performing, creating, and listening to music.
5. The student will discuss the opportunities available and qualifications needed to pursue careers in music.

Assessment Options: Visual organizers (R4.0 – R4.6)
Essay (A7.2)
Oral presentation
Oral questioning

- Strategies:**
1. Have students demonstrate knowledge of instrumental styles of several works they have performed.
 2. Have students discuss the roles instrumental music have played throughout history.

CORE OBJECTIVE C. The student will recognize influences and interactions among music, dance, theatre, the visual arts, and other disciplines.

Enabling Objectives:

1. The student will perform ensemble literature from a variety of historical periods, styles, and cultures and will relate its characteristics with elements of dance, theatre, visual arts, and other disciplines.
2. The student will explain ways that the principles and subject matter of various disciplines are interrelated with those of music.
3. The student will explain how the roles of creators, performers, and others involved in production and presentation are similar to and different from one another in the various arts.

Assessment Options: Essay (A7.2)
 Visual organizers (R4.0 – R4.6)
 Oral questioning
 Conference

Strategy: Have students compare the roles of creators, performers, and others involved in a video excerpt of a musical theatre production. (R4.0 – R4.6)

CORE OBJECTIVE D. The student will demonstrate knowledge of a wide variety of representative musical styles and genres.

Enabling Objectives:

1. The student will demonstrate knowledge of appropriate performance styles while playing music from a variety of eras and ethnic origins.
2. The student will analyze factors that influence relationships between a composer’s work and his or her environment.
3. The student will identify and compare styles of music from Western and non-Western cultures.

Assessment Options: Log
 Oral questioning
 Table – matrix
 Essay (A7.2)

Strategy: Have students demonstrate knowledge of appropriate performance styles while learning to play music from a variety of eras and ethnic origins.