

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

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

GOAL IV: AESTHETIC CRITICISM

The student will demonstrate the ability to make aesthetic judgments.

CORE OBJECTIVE A. The student will evaluate selected musical compositions using established criteria.

Enabling Objectives:

1. The student will make judgments concerning the functions of harmony, timbre, texture, form, and any other appropriate characteristics in a selection of music.
2. The student will evaluate a composition or arrangement by comparing it to similar or exemplary models.
3. The student will evaluate a given musical work in terms of its artistic and aesthetic qualities.

Assessment Options: Oral questioning

Fill-in-the-blank

Short answer (A1.0, A6.2, A13.1, A13.3 - A13.6)

Essay (A7.2)

- Strategies:**
1. Discuss the compositional techniques used to create tension and release, for example, crescendo-decrescendo, ascending-descending melodic line, consonance-dissonance, of a given musical selection.
 2. Have students assess a live ensemble performance, using an evaluative form.

CORE OBJECTIVE B. The student will formulate, apply, and communicate criteria for evaluating personal performances and those of others.

Enabling Objectives:

1. The student will develop, assess, and revise standards to evaluate personal musical performance.
2. The student will critique the performance of others within the ensemble setting using predetermined criteria.
3. The student will critique personal musical performance and its relationship to the full ensemble sound.
4. The student will evaluate recorded and live performances of individual instruments and ensembles using established criteria to make qualitative judgments.

Assessment Options: Essay (A7.2)

Conference

Oral questioning; (A1.0, A2.1 – A2.2, A6.2,
A12.1 - A14.5)

Strategy: Have students critique personal musical performance and its relationship to the full ensemble sound.