

Alabama Arts Education

# **Music: Grades 9, 10, 11, 12**

Adopted 2006

## Instrumental Music

### Level I Instrumental Music

#### Produce

1. Demonstrate the components necessary for characteristic tone production in the middle register at a mezzo forte level.
  - Adjusting pitch to a tuning standard
2. Sight-read unison literature in the appropriate clef.
  - Counting music that contains the whole note and rest, half note and rest, dotted half note, quarter note and rest, eighth note and rest, and dotted quarter note and eighth rest in 2/4, 3/4, 4/4, 2/2, and 6/8 meter signatures using a counting system
  - Performing music that contains the whole note and rest, half note and rest, dotted half note, quarter note and rest, eighth note and rest, and dotted quarter note and eighth rest in 2/4, 3/4, 4/4, 2/2, and 6/8 meter signatures
  - Playing notes from the printed page within the appropriate clef
  - Performing music containing the dynamic markings of crescendo, decrescendo, p, mp, mf, and f
  - Performing music that combines the basic articulations of tonguing, slurring, accent, legato, and staccato for winds and détaché, pizzicato, and slurring for strings
  - Performing as a member of a large group and small ensemble with attention to balance and intonation
3. Perform major scales and their related arpeggios, including concert Bb, Eb, and Ab and chromatic scale from concert Bb to Bb for wind and percussion instruments; scales C, G, and D chromatic scale from concert C to C for strings; and rudiments consisting of five- and nine-stroke rolls, flam, single paradiddle, and flamacue for percussion.
4. Demonstrate correct fingerings for all notes in the practical range of personal instruments.
5. Compose an eight-measure melody based on a diatonic scale and written in the practical playing range of an instrument.
  - Transposing a melody into a different key

#### Respond

6. Demonstrate conducting patterns of four, three, and two beats per measure; entrance cues; and cutoffs.
7. Identify characteristics of various forms of musical compositions.
8. Critique live or videotaped performances with respect to tone quality.

#### Understand

9. Name written pitches on the instrument when given concert pitch.
10. Identify the size of the interval between two given notes.

- Identifying size and quality of intervals between two given notes
11. Demonstrate appropriate care of personal instruments.
  12. Define the elements of music, including melody, rhythm, form, timbre, harmony, and texture.
  13. Identify various composers and stylistic periods of music.

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## Level II Instrumental Music

### Produce

1. Produce a characteristic tone in the middle and low register at all dynamic ranges, releasing a characteristic tone that is tapered and on pitch.
  - Sustaining a tone without wavers in pitch or intensity for 15 seconds on the flute or tuba and for 25 seconds on other wind instruments
2. Sight-read Grade II literature.
  - Performing music that contains the whole note and rest, half note and rest, dotted half note, quarter note and rest, eighth note and rest, dotted quarter note and eighth rest, and sixteenth note as appropriate in 2/4, 3/4, 4/4, 2/2, 3/8, 6/8, 9/8, and 12/8 meter signatures
  - Counting music that contains the whole note and rest, half note and rest, dotted half note, quarter note and rest, eighth note and rest, dotted quarter note and eighth rest, triplets, sixteenth note, and eight-quarter-eighth syncopation as appropriate in 2/4, 3/4, 4/4, 2/2, 3/8, 6/8, 9/8, and 12/8 meter signatures
  - Performing music that contains the dynamic markings of crescendo, decrescendo, pp, p, mp, mf, f, and ff
  - Performing music that utilizes the articulations of tonguing, legato, slurring, marcato, tenuto, staccato, and accent for winds and staccato, brush stroke, hooked bowings, matelé, marcato, tremolo, and multiple-note slurs for strings
  - Performing music containing first and second endings, codas, and breath marks
3. Demonstrate adjustment of pitch on personal instruments while playing with a group.
4. Demonstrate choices of breathing places in a manner that prevents breaking a phrase.
5. Perform concert C, F, Bb, Eb, and Ab major scales and their related arpeggios for wind and percussion instruments, two octaves on flute and clarinet; concert C, G, D, A, and F major scales and their related arpeggios for strings; and rudiments consisting of five-, seven-, and nine-stroke rolls, flam, flam accent, flam paradiddle, flamacue, ruff, single paradiddle, double paradiddle, and controlled open roll for a snare drum.
  - Performing a chromatic scale for the practical range of a personal instrument
  - Demonstrating the ability to tune the timpani to designated intervals, including perfect 4th and 5th and major 2nd and 3rd when given one note of the interval
6. Identify characteristically out-of-tune notes on personal instruments.
7. Demonstrate alternate fingerings within the practical range of personal instruments.

## Respond

8. Critique live and videotaped performances by professional players to determine the variety of dynamic contrasts and articulations.
  - Identifying standard preparatory conducting beats, release motions, entrance cues, and expressive gestures used by a director
9. Explain the musical elements used to evoke feelings and emotions with a given instrument.
10. List professional artists who play the same instrument as the student.
11. Demonstrate a conducting pattern of six beats per measure, entrance cues, and cutoffs.
12. Notate from aural dictation rhythms including half notes, quarter notes, and eighth notes.

## Understand

13. Discuss the importance of instrumental music in other cultures.
  - Describing the history of orchestral instruments
14. Identify the order of flats and sharps in major key signatures.
15. Demonstrate the construction of a major scale using the whole step-half step pattern.
16. Construct ascending intervals from a given pitch.
  - Constructing descending intervals from a given note

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## Level III Instrumental Music

### Produce

1. Produce a characteristic tone in all registers at a dynamic level of mezzo forte.
  - Demonstrating vibrato as it relates to tonal enrichment for those instruments where vibrato is characteristic
2. Sight-read Grade III literature.
  - Counting music in 2/4, 3/4, 4/4, 2/2, 3/8, 5/8, 6/8, 9/8, and 12/8 meter signatures using a counting system
  - Performing music in 2/4, 3/4, 4/4, 2/2, 3/8, 5/8, 6/8, 9/8, and 12/8 meter signatures
  - Performing music that contains the dynamic markings of crescendo, decrescendo, pp, p, mp, mf, f, and ff
  - Performing music that utilizes the articulations of tonguing, slurring, marcato, tenuto, staccato, and accents for winds and staccato, brush stroke, hooked bowings, matelé, marcato, tremolo, and multiple-note slurs for strings
3. Demonstrate proper intonation during crescendo and decrescendo passages.
4. Demonstrate proper balance when playing as a member of an ensemble.
5. Demonstrate building and tapering phrases on personal instruments.
6. Perform major scales and their related arpeggios, including concert C, F, Bb, Eb, Ab, Db, G, and D for wind and percussion instruments, two octaves on flute and clarinet; concert C, F, Bb, Eb, G, D, A, and E for strings; and rudiments consisting of five-, seven-, nine-, eleven-, thirteen-, and seventeen-stroke rolls, flam, flam accent, flam paradiddle, flamacue, ruff, single drag, double drag, single paradiddle, double paradiddle, single ratamacue, triple ratamacue, and controlled long roll at all dynamic levels for percussion.
  - Demonstrating the ability to tune the timpani to the intervals for a perfect 4th and 5th octave, major and minor 2nd, and major and minor 3rd when given one note of the interval
7. Perform a chromatic scale over the practical range of a personal instrument.
8. Demonstrate trill fingerings for all notes within the practical range of an instrument.
  - Demonstrating the shifting of position for strings
9. Demonstrate compositional skills by performing an eight-measure melody based on a diatonic scale, including dynamic and tempo changes.

### Respond

10. Evaluate a given musical work for aesthetic qualities using appropriate musical terminology.
11. Notate from aural dictation rhythms including sixteenth-note patterns.

### Understand

12. Name all pitches on the grand staff.
  13. Compose a harmonic accompaniment to a given melody using the I, V, and I chords.
  14. Demonstrate appropriate maintenance of a personal instrument, including checking adjustment screws, examining conditions of pads and corks, and replacing strings.
  15. Describe the relationship between music and society.
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#### **Level IV Instrumental Music**

##### Produce

1. Produce a characteristic tone in all registers at all dynamic ranges.
2. Sight-read Grade IV literature.
  - Counting music in all meter signatures using a counting system
  - Performing music in all meter signatures
  - Performing music containing all dynamic markings
  - Performing music utilizing all articulations, including spiccato, sforzando, louré, and flautando for strings
3. Perform all major scales, C harmonic minor, A melodic minor, and their related arpeggios, including two octaves for flute, clarinet, and strings.
4. Demonstrate a combination of mature tone, good pitch center, and proper balance when performing as a member of a group.
5. Demonstrate compositional skills by creating a sixteen-measure melody over a given accompaniment.

##### Respond

6. Evaluate in written form a live performance with respect to tone, intonation, balance, technique, interpretation, musical effect, and stage deportment.
7. Notate from aural dictation rhythms commonly found in triple meters.

##### Understand

8. Demonstrate the construction of a natural minor scale using the whole step-half step pattern.
  9. Compose a harmonic accompaniment to a given melody using the I, IV, and V chords.
  10. Describe ways in which concepts of music relate to concepts in other disciplines.
    - Comparing music of several cultures of the world
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## Vocal Music

### Level I Vocal Music

#### Produce

1. Demonstrate chest and head voices while singing individually and in groups.
  - Demonstrating correct posture
  - Adjusting tone quality while singing
  - Supporting a tone with proper breath control for 8 beats
  - Singing uniform vowels
  - Enunciating beginning and ending consonants
  - Demonstrating proper vocal technique as a member of a large group
  - Identifying components of proper vocal health
2. Sight-sing unison literature.
  - Counting music that contains the whole note and rest, half note and rest, dotted half note, quarter note and rest, and eighth note and rest in, and meter signatures using a counting system
  - Singing standard pitch notation, including letter names, solfège, and numbers in the treble or bass clef within an octave range using stepwise movement and the intervals of a third and fifth
  - Performing scales and their related arpeggios
  - Demonstrating whole- and half-step patterns in the major scale
3. Perform a varied repertoire of solo, unison, and two-part literature, including selections in Latin.
  - Performing accurately literature that indicates tempo markings of moderato, ritardando, and a tempo
  - Performing accurately literature that indicates dynamic markings of piano, mezzo piano, mezzo forte, and forte
  - Performing accurately literature that indicates articulation markings of legato and staccato
  - Responding vocally to conductor cues, indicating meter, entrances, and cutoffs
4. Improvise simple rhythmic patterns to enhance warm-ups or appropriate literature.
5. Create vocal compositions using available and appropriate technology.

#### Respond

6. Identify various forms of musical compositions.
7. Evaluate performances of self and others to determine accuracy of pitch and rhythm and clarity of diction.
8. Analyze a vocal composition to determine how the use of tempo, dynamics, and articulation are used to create a specific mood or effect.

9. Write rhythmic dictation composed of eight-beat patterns, including quarter, eighth, and half notes and quarter rests.

Understand

10. Define the elements of music, including rhythm, melody, form, timbre, harmony, and texture.
11. Describe ways in which concepts of music relate to concepts in other disciplines.
12. Identify various composers and stylistic periods of the literature being performed.
  - Comparing music of several cultures of the world
13. Identify key signatures C, F, and G.

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## Level II Vocal Music

### Produce

1. Produce a characteristic tone throughout the vocal range.
  - Describing the function of the diaphragm as related to singing
  - Singing legato and staccato articulations
  - Supporting tone with proper breath control for 12 beats
  - Singing with correct diction and intonation
2. Sight-sing two- and three-part literature in treble or bass clef.
  - Identifying the relationship of the key signature to "do" or l
  - Performing music containing the intervals of a 2nd , 3rd , 4th , 5th, and octave
  - Counting rhythm patterns, including a dotted quarter note and eighth-note patterns in a 2/2 meter signature
3. Sing a varied repertoire of three-part literature, including selections in two languages.
  - Performing accurately literature that indicates tempo markings of allegro, andante, and accelerando
  - Performing accurately literature that indicates dynamic markings of crescendo and decrescendo
  - Performing accurately literature that indicates an accent mark
  - Responding vocally to conductor cues concerning dynamic contrasts
4. Embellish melodies vocally using neighboring tones.

### Respond

5. Critique vocal performances to determine the accuracy of intonation and vocal techniques.
6. Analyze a musical selection to identify the elements of music.
7. Write melodic dictation composed of scale degrees 1 through 5 in a diatonic scale.

### Understand

8. Describe the importance and impact of vocal music in American history.
9. Identify major key signatures up to three flats and sharps.

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### Level III Vocal Music

#### Produce

1. Produce a consistent blended vocal sound individually in classroom and public performance groups.
  - Supporting tone with proper breath control for 16 beats
2. Sight-sing four-part literature.
  - Identifying the chordal structure within a tonal key
  - Performing music containing all intervals in the diatonic scale
  - Counting rhythm patterns, including sixteenth notes, note values tied over the bar line, and compound meters
3. Perform a varied repertoire of four-part literature, including selections in three languages.
  - Performing accurately literature that indicates tempo markings of adagio, vivace, and rallentando
  - Performing accurately literature that indicates dynamic markings of pianissimo and fortissimo
  - Performing accurately literature that uses the marking of marcato
  - Responding vocally to conductor cues indicating tempo changes
4. Improvise harmonies to a diatonic melody.

#### Respond

5. Determine the accuracy of balance and aesthetic interpretation in vocal ensemble performances.
6. Write eight-beat rhythmic and melodic dictation.

#### Understand

7. Demonstrate the use of musical elements in select genres and stylistic periods.
8. Describe the relationship between music and society.
9. Identify all major key signatures.
10. Identify whole- and half-step patterns in minor scales.

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## Level IV Vocal Music

### Produce

1. Demonstrate technical expertise in producing a characteristic vocal sound individually and in groups.
2. Sight-sing fluently multipart literature.
  - Identifying key signatures in all major keys
  - Performing music that contains accidentals
  - Counting rhythm patterns, including syncopation, mixed meters, and irregular meters
  - Performing atonal music
3. Produce mature tone quality, accurate pitch center, and proper balance while performing in a group, small ensemble, or as a soloist.
4. Perform a varied repertoire of multipart literature, including selections in various languages.
  - Performing accurately tempo markings in the literature being performed
  - Performing accurately dynamic markings in the literature being performed
  - Performing accurately articulation markings in the literature being performed
  - Performing independently solo and ensemble literature
  - Responding vocally to conductor cues
5. Improvise vocally in various musical styles.

### Respond

6. Evaluate vocal performances to identify accuracy of tone and musical effect.
7. Demonstrate conducting patterns for 2/4, 3/4, 4/4, and 6/8 meter signatures.
8. Evaluate audio recordings of personal large-group and ensemble performances or rehearsals to determine techniques utilized.

### Understand

9. Analyze American vocal music genres to identify their origin and development.
10. Identify various careers in music.
11. Explain the relationship of major keys and key signatures by constructing the circle of fifths.
12. Identify three forms of minor scales.