

**1<sup>ST</sup> YEAR HIGH SCHOOL  
MUSIC CHECKLIST  
Fine Arts Goals 25 – 27  
Illinois Learning Standards A – B  
Performance Descriptors**

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**PRINCIPLES OF MUSIC**

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- \_\_\_\_\_ Analyze and evaluate the use of sensory elements in a musical composition.
- \_\_\_\_\_ Analyze the form of complex musical compositions.
- \_\_\_\_\_ Explain how sensory elements, organizational principles, and expressive qualities are combined to produce unity/variety, tension/release, and balance in a musical performance.
- \_\_\_\_\_ Develop aesthetic criteria for evaluating one's own musical performances/compositions and those of others.

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**CONNECTIONS TO THE ARTS**

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- \_\_\_\_\_ Analyze the dominant artistic components (i.e., elements, principles, expressive ideas; processes, technologies; creative processes) using appropriate vocabulary in all the arts.
- \_\_\_\_\_ Compare and contrast similar and distinctive artistic components (i.e., elements, principles, expressive ideas; processes, technologies; creative processes) across art forms.
- \_\_\_\_\_ Select works from each art form that share similar theme/subject matter and justify selection.

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**PROCESSES, TOOLS, AND TECHNOLOGIES**

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- \_\_\_\_\_ Compare and contrast sound production of instruments from various cultures.
- \_\_\_\_\_ Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, bowing).
- \_\_\_\_\_ Use standard notation to record one's own and others' musical ideas.
- \_\_\_\_\_ Sight-read an instrumental or vocal score of up to four staves, demonstrating accuracy in reading symbols for pitch, rhythm, expressive qualities, and articulation/diction.
- \_\_\_\_\_ Demonstrate the ability to read written notation for a vocal or instrumental part.
- \_\_\_\_\_ Critique the effectiveness (e.g., style, interpretation, instrumentation) of a performer or conductor.

\_\_\_\_\_ Analyze the way in which performers or conductors interpret the intent of the composer in a recorded or live performance.

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## **CREATION AND PERFORMANCE**

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\_\_\_\_\_ Sing or play music that has a difficulty level of 3 and/or 4 (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; with clear articulation/diction; and with expression appropriate for the work being performed.

\_\_\_\_\_ Improvise harmonizing parts in a variety of styles.

\_\_\_\_\_ Compose/arrange music within specific guidelines and style.

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## **HISTORY, SOCIETY AND THE ARTS**

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\_\_\_\_\_ Analyze how the arts function in historical, societal, economic, and personal contexts (e.g. economic trends, creative thinking, intra/inter communication, adornment, environments, entertainment, historical record, jobs).

\_\_\_\_\_ Analyze how the arts inform and persuade through movement, sound, and image.

\_\_\_\_\_ Examine the purposes and effects of various media (e.g., film, print, multimedia presentations) in terms of informing, entertaining, and persuading the public.

\_\_\_\_\_ Justify an opinion about the purposes and effects of various media in terms of informing and persuading the public.

\_\_\_\_\_ Classify selected works of art by style, periods, or cultures (e.g., Classical, Renaissance, Romanticism, Pan-Asian, Native American).

\_\_\_\_\_ Analyze selected historical and contemporary works of art for distinguishing characteristics of style, period, or culture.

\_\_\_\_\_ Trace how artistic styles have changed in response to cultural, historical, and technological events (e.g., inventions, transportation, economics, wars).

\_\_\_\_\_ Connect the artists/works with the trends and/or influences of others (e.g. Picasso's "Guernica"; Stravinsky's "Firebird", Rodgers & Hammerstein's Oklahoma).