STORY:

At BPS, the High School Music Program enables our learners to recognize and pursue excellence in their musical experiences. The learning standards of our Music Program have been adopted from the National Standards for Music Education (NSfME) and the National Core Arts Standards (NCAS). The content of this program has been divided into four strands: Music Literacy, Composing, Performing and Analyzing, Evaluating and Synthesizing music. Learners will develop their analytical skills and gain a broad cultural and historical musical perspective. Moreover, learners will be given opportunities to express themselves creatively through singing, playing instruments, and composing music. They will also gain knowledge of notation and performance traditions to enable them to appreciate music throughout their lives.

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Grade 9	**Learners will understand that….**	**Learners will be able to….**	Integrity
Music Literacy	Every musical work is a product of its time and place Music is a basic expression of human culture The knowledge of notation and performance traditions enables us to learn new music independently.	**Reading and notating music** • demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used	Resilience Reflection
Composing	Because music is an integral part of human history The adult life of every student is enriched by the skills, knowledge, and habits acquired in the study of music.	**Improvising melodies, variations, and accompaniments** • improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys **Composing and arranging music within specified guidelines** • compose music in several distinct styles, demonstrating creativity in using the *elements of music for expressive effect • arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music • compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources	Empathy Playfulness
Performing		**Singing, alone and with others, a varied repertoire of music** • sing with expression and technical accuracy a large and varied repertoire of vocal literature including some songs performed from memory **Performing on instruments, alone and with others, a varied repertoire of music** • perform with expression and technical accuracy a large and varied repertoire of instrumental literature	

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Analyzing, evaluating and synthesizing music.		**Listening to, analyzing, and describing music** • analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices • demonstrate extensive knowledge of the technical vocabulary of music **Evaluating music and music performances** • evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music; evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models **Understanding relationships between music, the other arts, and disciplines outside the arts** • compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures • explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music **Understanding music in relation to history and culture** • classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications • identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements	
Grade 10	**Learners will understand that….**	**Learners will be able to….**	
Music Literacy	Every musical work is a product of its time and place Music is a basic expression of human culture The knowledge of notation and performance traditions enables us to learn new music independently.	**Reading and notating music** • demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used	
Composing	Because music is an integral part of human historyThe adult life of every student is enriched by the skills, knowledge, and habits acquired in the study of music.	**Improvising melodies, variations, and accompaniments** • improvise stylistically appropriate harmonizing parts • improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality **Composing and arranging music within specified guidelines** • compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect • arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music • compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources	Integrity Resilience Reflection Empathy Playfulness

STRANDS	CONCEPTS	COMPETENCIES	CHARACTER
Performing		**Singing, alone and with others, a varied repertoire of music** · sing with expression and technical accuracy a large and varied repertoire of vocal literature including some songs performed from memory · sing music written in four parts, with and without accompaniment and demonstrate well-developed ensemble skills **Performing on instruments, alone and with others, a varied repertoire of music** · perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills c. perform in small ensembles with one student on a part	
Analyzing, evaluating and synthesizing music.		**Listening to, analyzing, and describing music** · analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices · demonstrate extensive knowledge of the technical vocabulary of music · identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques **Evaluating music and music performances** · evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music; evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models **Understanding relationships between music, the other arts, and disciplines outside the arts** · explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples · explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music. **Understanding music in relation to history and culture** · identify sources of American music genres, trace the evolution of those genres, and cite well- known musicians associated with them · identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements	