



Golden Eagle Charter School
9th – 12th Music Learning Targets

Artistic Perception
1. Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
2. Transcribe simple songs when presented aurally into melodic and rhythmic notation.
3. Sight-read music accurately and expressively.
4. Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
5. Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
6. Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.
Creative Expression
7. Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, oneself and in ensembles.
8. Sing music written in three or four parts with and without accompaniment.
9. Sing in small ensembles, with one performer for each part.
10. Perform on an instrument a repertoire of instrumental literature representing various genres, styles and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles.
11. Perform on an instrument in small ensembles, with one performer for each part.
12. Compose music, using musical elements for expressive effect.
13. Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.
14. Arrange pieces for voices and instruments other than those for which the pieces were originally written.
15. Improvise harmonizing parts, using an appropriate style.
16. Improvise original melodies over given chord progressions.

Historical and Cultural Context
17. Identify the sources of musical genres of the United States, trace the evolution of those genres, cite well-known musicians associated with them.
18. Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.
19. Describe the differences between styles in traditional folk genres within the United States.
20. Perform music from various cultures and time periods.
21. Classify by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.
Aesthetic Valuing
22. Develop specific criteria for making informed critical evaluations of the quality and effectiveness performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
23. Evaluate a performance, composition, arrangement, or improvisation by comparing each with a exemplary model.
24. Explain how people in a particular culture use and respond to specific musical works from that culture.
25. Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.
Connections, Relationships, Applications
26. Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
27. Analyze the role and function of music in radio, television, and advertising.