MUSIC Achievement Portfolio

Music Aesthetics

(02040000020)

Practice Develops Confidence

_____ Student
_____ Music Teacher
_____ Parent
_____ School and District

Description of Music Aesthetics
This course is designed for students who seek the opportunity to extend their musical understanding, heighten music listening skills, and increase their ability to respond more fully to music. Experiences will include opportunities to experiment with sounds, analyze famous compositions representative of most styles, and inquire into music's connections to contemporary life, history, and cultures. *No pre-requisite course is required.*

Explanation of Standards
The Utah State Music Core divides the goals of music education into four music standards which are Perform, Create, Listen/Analyze/Evaluate, and Discover Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with music. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Playback/recording technology is required.

Listed below are all of the courses presented in the Music Core Curriculum. There are additional, elective courses available in many schools.

Music Connections (02040000010) **Guitar/Piano** (02040300040)
Music Aesthetics (02040000020) **Composition** (02040000040)
Chorus I (02040200001) **Band I** (02040100001) **Orchestra I** (02040300001)
Chorus II (02040200010) **Band II** (02040100010) **Orchestra II** (02040300010)
Chorus III (02040200020) **Band III** (02040100020) **Orchestra III** (02040300020)

Music Aesthetics Student Achievement Portfolio

Standard 1 **PERFORM**
Students will use body, voice, and instruments as means of musical expression.

☐ **Objective A: Develop technical performance skills.**

- Explore and illustrate the expressive uses and potential of the voice and body to communicate an idea or a feeling.
- Explore and discuss the expressive uses and potential of other musical instruments and equipment to communicate an idea or a feeling.

☐ **Objective B: Perform varied repertoire.**

- Read/sing/play additional songs in class and describe the various rhythms, textures, modes, harmonies, and forms experienced.
- Read/sing/play excerpts of selected music in class and describe the expressive effects that can be used to create style and impact.

Standard 2 **CREATE**
Students will improvise and compose music.

☐ **Objective A: Improvise rhythmic melodic ideas and phrases.**

- Create a different sequence of an existing song; e.g., AB, ABA, verse/chorus.
- Plan textures for a completed sequence.
- Add expressive qualities to the sequence; e.g., tempo, dynamics, stylistic effects.
- Present (perform/record) sequence in class and discuss the choices made.
- Organize timbres and sequences into phrases, e.g., build melodic patterns into a sequence of phrases, experiment with various instrumentations for the phrases.

☐ **Objective B: Write original melodies.**

- Finish partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.

Standard 3
LISTEN/ANALYZE/EVALUATE
Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

☐ **Objective A: Describe the elements of music.**

- Demonstrate how expressive qualities within music affect its ability to communicate; e.g., dynamics, tempo, timbre, pitch, stylistic effects.
- Explain how time is used to communicate meaning in various musical selections; e.g., beat, meter, rhythm, accent.
- Describe how a melody conveys a message; e.g., types of motion (conjunct/disjunct), range of pitches, rhythmic motion, mode, lyrics.
- Illustrate how form communicates meaning in music; e.g., repetition, contrast, variation, introduction, coda, climactic sequences.
- Describe the texture; e.g., monophonic, homophonic, polyphonic, heterophonic.
- Analyze the harmony; e.g., dissonant, consonant, diatonic (type of mode), chromatic.

Objective B: Analyze and evaluate musical examples.

- Demonstrate acceptable performer and audience etiquette.
- Describe music events/changes as they occur in recorded or live excerpts; e.g., tempo, meter, harmony, dynamics, texture, form (AB, ABA, rondo, theme and variations, etc.), instrumentation.
- Describe the emotions and thoughts the music communicates and analyze how it does so.
- Compare and contrast music styles from a variety of cultures and time periods, including non-western music.
- Analyze and evaluate the difference between expressing personal preferences in music and critiquing a music composition or music performance.

Objective C: Document personal growth as a musician.

- Keep a journal and/or write reflection on personal experiences in music.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.

Standard 4 **DISCOVER MEANING**
Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective A: Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

Objective B: Experience how music connects us to history, culture, heritage, and community.

- Explain how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Explain what music means personally.
- Play/sing/read and enjoy music related to various cultures, times, and places.
- Tell how music connects to other disciplines.

MUSIC AESTHETICS LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

For resources to support progress through this document visit:
http://www.usoe.k12.ut.us/curr/FineArt
The space below is for written communication between student, teacher, and parent.