

Outcome I: Perceiving, Performing, and Responding - Aesthetic Education

Demonstrate the ability to perceive, perform, and respond to music.

Outcome II: Historical, Cultural, and Social Context

Demonstrate an understanding of music as an essential aspect of history and human experience.

Outcome III: Creative Expression and Production

Demonstrate the ability to organize musical ideas and sounds creatively.

Outcome IV: Aesthetic Criticism

Demonstrate the ability to make aesthetic judgments.



616 Water Street, Suite 321 Baltimore, Maryland 21202
Phone: (410) 783-2367 Web: www.aems-edu.org

Maryland Essential Learner Outcomes for the Fine Arts: Summary Document



Vocal Music: High School



Arts Education in Maryland Schools Alliance

The Maryland Essential Learner Outcomes for the Fine Arts (ELOs) describe what students should know and be able to do in the fine arts. The four outcomes and their respective expectations and indicators represent a broad guideline for K-12 fine arts education in Maryland. Each outcome embraces a different category of content and should be applied across all grade levels when developing comprehensive fine arts education programs.

The ELOs address the disciplines of dance, music, theatre, and visual arts. This publication includes outcomes, expectations, and indicators of learning for students in vocal music at the high school level. The outcomes, expectations, and indicators delineate what students should know and be able to do at the end of grade twelve.

The Maryland State Board of Education approved the ELOs as standards for arts education programs in 1997. All school systems across the State are aligning arts curricular programs with the ELOs to ensure that all students are able to meet or exceed State standards in the arts. The ELOs form the basis for programs in the arts content areas and for programs that integrate arts experiences across non-arts subject areas.

Copies of the Essential Learner Outcomes are available at all public schools and school system central offices statewide.

OUTCOME I: PERCEIVING, PERFORMING, AND RESPONDING – AESTHETIC EDUCATION

Expectation A: Describe the characteristics of musical sounds

Indicators of Learning

1. Identify elements of music, including melody, rhythm, harmony, form, and texture; expressive devices; and tension and release, using music performed in the ensemble
2. Describe structural characteristics, such as elements of form, order, of themes or phrases, and the nature of variations experienced in a rehearsal or a given aural example
3. Describe differences in interpretation of two or more performances of the same musical selection
4. Identify and explain compositional techniques used to provide unity and variety, tension and release in musical works
5. Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, and describe uses of the elements of music
6. Compare and contrast ways that elements of music and accompaniment or instrumentation are used in a variety of compositions
7. Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

Expectation B: Practice and evaluate performance skills alone and in groups

Indicators of Learning

1. Demonstrate a variety of vocal warm-up procedures and discuss their purposes
2. Demonstrate good posture, breath control, articulation, enunciation, and vowel production
3. Sing, with correct phrasing, appropriate expression, and accurate intonation, a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
4. Sing an assigned part in an ensemble accurately, with or without accompaniment
5. Demonstrate knowledge to properly care for his or her vocal instrument
6. Sing with a clear and resonant tone quality that blends with the ensemble
7. Sing an appropriate part in an ensemble with proper attention to intonation, articulation, correct notes, dynamic skills, and tempo
8. Follow a conductor while maintaining proper tempo, balance, blend, and style
9. Demonstrate requirements for an ensemble performer, including proper rehearsal and concert

behavior, part preparation, and responsibility to the section

Expectation C: Analyze and respond to complex musical sound through movement

Indicators of Learning

1. Conduct the basic two, three, and four patterns and a variety of asymmetrical patterns
2. Demonstrate rhythmic accuracy or musical expression through physical movement

Expectation D: Perform music, reading from both traditional and non-traditional notation

Indicators of Learning

1. Correctly interpret pitches, rhythms, and other notational symbols using musically appropriate techniques
2. Demonstrate skill in reading music by correctly singing passages from music appropriate to the developmental level
3. Demonstrate, through performance, an independent knowledge of expressive markings used in musical scores
4. Sight-read, accurately and expressively, music with a level of 3, on a scale of 1 to 6

OUTCOME II: HISTORICAL, CULTURAL, AND SOCIAL CONTEXT

Expectation A: Make connections between music from the oral and written traditions of various cultures

Indicators of Learning

1. Identify various roles in society performed by musicians and describe contributions of representative individuals for each role
2. Identify and discuss reasons for choosing choral music as a performance medium
3. Demonstrate knowledge of ways choral ensemble music is used in cultures of the United States and other countries
4. Identify and trace evolution of genres of music from various cultures
5. Name well-known musicians associated with various genres of music
6. Identify various opportunities to perform and hear music in the local community and beyond
7. Identify and explain stylistic features of a given musical work to define its aesthetic tradition and its historical and cultural context
8. Compare and contrast choral ensemble music in the United States with that of other cultures
9. Sing music in various languages

Expectation B: Describe the roles of music in reflecting and influencing diverse social structures

Indicators of Learning

1. Discuss the roles choral music has played throughout history
2. Discuss the historical and cultural significance of the works performed in the ensemble
3. Demonstrate knowledge of the evolution and diversity of choral ensembles
4. Demonstrate knowledge of the diversity of choral styles throughout history and of the creative processes which engendered them
5. Demonstrate awareness of technological advances as they impact on performing, creating, and listening to music
6. Discuss the opportunities available and qualifications needed to pursue careers in music
7. Demonstrate understanding of song texts as they relate to music

Expectation C: Recognize influences and interactions among music, dance, theatre, the visual arts, and other disciplines

Indicators of Learning

1. Perform ensemble literature from a variety of historical periods, styles, and cultures and relate its characteristics to the elements of dance, theatre, visual arts, and other disciplines
2. Perform improvisations based on concepts and techniques from dance, theatre, and visual arts
3. Explain ways that the principles and subject matter of various disciplines are interrelated with those of music
4. Explain how the roles of creators, performers, and others involved in production and presentation are similar to and different from one another in the various arts

Expectation D: Demonstrate knowledge of a wide variety of representative musical styles and genres

Indicators of Learning

1. Demonstrate knowledge of appropriate performance styles while singing music from a variety of eras and ethnic origins
2. Analyze factors that influence relationships between a composer's work and environment
3. Identify and compare styles of music from Western and non-Western cultures

OUTCOME III: CREATIVE EXPRESSION AND PRODUCTION

Expectation A: Perform musical improvisations using traditional and original techniques

Indicators of Learning

1. Improvise original melodies in a variety of styles over given chord progressions, each in a consistent style, meter, and tonality
2. Improvise stylistically appropriate counter-melodies or free contrapuntal lines to embellish familiar melodies
3. Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys

Expectation B: Structure arrangements and compositions using appropriate notation and forms

Indicators of Learning

1. Create and perform short musical compositions
2. Demonstrate a written knowledge of traditional musical notation, including major and minor scales, modes, and arpeggios
3. Transcribe simple pieces for voices in ways that preserve or enhance the expressive effect of the music

OUTCOME IV: AESTHETIC CRITICISM

Expectation A: Evaluate selected musical compositions using established criteria

Indicators of Learning

1. Develop evaluative criteria based on the elements of music
2. Make independent judgments concerning the functions of harmony, timbre, texture, form, and any other appropriate characteristics in a selection of music
3. Evaluate a composition or arrangement by comparing it to similar or exemplary models
4. Evaluate a given musical work in terms of its artistic and aesthetic qualities

Expectation B: Formulate, apply, and communicate criteria for evaluating personal performances and those of others

Indicators of Learning

1. Develop, assess, and revise standards to evaluate personal musical performance
2. Critique the performance of others within the ensemble setting using predetermined criteria
3. Critique personal music performance and its relationship to the full ensemble sound
4. Evaluate recorded and live performances of individual voices and ensembles using established criteria to make qualitative judgments