

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.



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Maryland Essential Learner Outcomes for the Fine Arts: Summary Document



General 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 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 characteristics of musical sounds

Indicators of Learning

1. Identify elements of music, including melody, rhythm, harmony, form, texture, expressive devices, and tension and release
2. Compare traditional sources of musical sound with non-traditional sources such as modified instruments, new instruments, and sounds produced from found objects
3. Identify and explain compositional techniques used to provide unity and variety and tension and release in various musical works
4. Analyze and describe standard musical forms, genres, performance media, and other prominent musical features
5. Listen to, perform and describe examples representing diverse genres and cultures

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

Indicators of Learning

1. Demonstrate and evaluate skills needed to perform in ensemble (e.g., blend, balance, intonation, rhythmic unity)
2. Perform simple original arrangements and compositions using a variety of classroom instruments and the voice
3. Perform music containing both traditional and non-traditional performance techniques
4. Sing a variety of songs with appropriate expression and style
5. Perform in small ensembles with one or two students on a part

Expectation C: Respond to complex musical sound through movement

Indicators of Learning

1. Interpret selections of music through expressive movement
2. Conduct music in simple and compound meters in order to communicate rhythmic and expressive intent
3. Demonstrate rhythmic accuracy through physical movement

Expectation D: Demonstrate competence in reading and notating music

Indicators of Learning

1. Demonstrate ability to follow a printed score of up to four staves while listening to the musical excerpt
2. Notate short melodic and rhythmic patterns from dictation
3. Transpose a simple melody
4. Notate original musical ideas

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 various functions of music in diverse cultures throughout history
3. Demonstrate knowledge of appropriate audience behavior in accordance with cultural traditions and the context and style of music performed
4. Demonstrate knowledge of the diversity of musical expression and the creative processes from which these endeavors emerge
5. Identify various opportunities to perform and hear music in the local community and beyond

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

Indicators of Learning

1. Demonstrate knowledge of the historical, musical, and cultural background of a representative sample of musical works
2. Identify social and political events that have affected the writing style of great composers
3. Demonstrate awareness of technological advances as they impact on performing, creating, and listening to music
4. Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them

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

Indicators of Learning

1. Compare common elements in music, dance, theatre and visual art from Western and non-Western cultures
2. Use nonverbal media (e.g., visual art, movement) to interpret music
3. Analyze selections of music which were inspired by literature, visual art, plays, or other means of artistic expression
4. Explain ways in which the principles and subject matter of various disciplines are interrelated with those of music
5. Explain how roles of creators, performers, and others involved in production and presentation of music are similar to and different from one another in various arts

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

Indicators of Learning

1. Identify and compare styles and genres of music from Western and non-Western cultures
2. Identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them
3. Analyze factors that influence relationships between a composer's work and his or her environment

OUTCOME III: CREATIVE EXPRESSION AND PRODUCTION

Expectation A: Perform musical improvisations using traditional and original techniques

Indicators of Learning

1. Improvise vocal and instrumental music based on student generated graphic notation
2. Improvise stylistically appropriate accompaniments on a keyboard or other suitable instrument using traditional chord symbols
3. Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

4. 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. Demonstrate knowledge of major and minor scales, intervals, chords and chord progressions
2. Create or transcribe short musical compositions in several distinct styles, using the elements of music for expressive effect
3. Compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the characteristics of the sound sources

OUTCOME IV: AESTHETIC CRITICISM

Expectation A: Evaluate selected musical compositions using established criteria

Indicators of Learning

1. Outline evaluative criteria based on the elements of music
2. Make and defend independent judgments concerning the functions in 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. Use developed criteria to evaluate artistic quality of musical compositions

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 performances of others within the classroom setting using pre-determined criteria
3. Critique personally recorded solo and group performances using established criteria
4. Evaluate recorded and live performances using established criteria to make qualitative judgments