



priority learning targets

Fine Arts - Music

School District 129

INSTRUMENTAL MUSIC HIGH SCHOOL

1. Explain how sensory elements, organizational principles, and expressive qualities are combined to produce unity/variety, tension/release, and balance in a musical performance. *(I – 25A.3)*
2. Compare and contrast similar and distinctive artistic components (e.g., elements, principles, expressive ideas; processes, technologies; creative processes) across art forms. *(I – 25B.2)*
3. Sing and play accurately and with expression from standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. *(H– 26A.4)*
4. Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, bowing). *(I – 26A.2)*
5. Demonstrate the ability to read written notation for a vocal or instrumental part. *(I – 26A.5)*
6. Sing or play music that has a difficulty level of 3* (on a scale of 1 to 6) on pitch; in rhythm; with appropriate timbre; with a steady tempo; with good breath, bow, mallet or fingering control; with clear articulation/diction; and with expression appropriate for the work being performed. *(H – 26B.1)*
7. Improvise harmonizing parts in a variety of styles. *(H – 26B.2)*
8. Evaluate the function of the arts in historical, societal, economic, and personal contexts (e.g., careers, aesthetics, commentary or criticism, predictor of or catalyst for change, tools for learning, economic contribution, therapy, propaganda/advertising, making the invisible visible cross disciplinary synthesis). *(J – 27A.1)*