

# CALIFORNIA STATE STANDARDS MUSIC

## GRADES 8-12

In an attempt to give every student the most comprehensive music education I can, I follow the California State Standards for Music as set forth by the California State Board of Education.

Students younger than the 8th Grade get a condensed and simplified version of these standards. The results are very positive, which is why I like to use these standards as a guideline.

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Soli Studios

CALIFORNIA STATE BOARD OF EDUCATION  
MUSIC

**GRADE 8**

**1.0 ARTISTIC PERCEPTION**

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

1.1 Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.

1.2 Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.

1.3 Transcribe aural examples into rhythmic and melodic notation.

1.4 Sight-read accurately and expressively (level of difficulty: 2 on a scale of 1-6).

Listen to, Analyze, and Describe Music

1.5 Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.

1.6 Describe larger musical forms (e.g., symphony, tone poem).

1.7 Explain how musical elements are used to create specific music events in given aural examples.

**2.0 CREATIVE EXPRESSION**

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

2.1 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, by oneself and in ensembles (level of difficulty: 3 on a scale of 1-6).

2.2 Sing music written in two, three, or four parts.

2.3 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 (level of difficulty: 3 on a scale of 1-6).

Compose, Arrange, and Improvise

- 2.4 Compose short pieces in duple, triple, mixed, and compound meters.
- 2.5 Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sound sources, including digital/ electronic media.
- 2.6 Improvise melodic and rhythmic embellishments and variations in major keys.
- 2.7 Improvise short melodies to be performed with and without accompaniment.
- 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

#### Role of Music

- 3.1 Compare and contrast the functions music serves and the place of musicians in society in various cultures.
- 3.2 Identify and explain the influences of various cultures on music in early United States history.
- 3.3 Explain how music has reflected social functions and changing ideas and values.

#### Diversity of Music

- 3.4 Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.
- 3.5 Perform music from diverse genres, cultures, and time periods.
- 3.6 Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.

#### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

#### Analyze and Critically Assess

- 4.1 Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.
- 4.2 Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others.

#### Derive Meaning

- 4.3 Explain how and why people use and respond to specific music from different musical cultures found in the United States.
- 4.4 Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.

#### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

## Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

### Connections and Applications

5.1 Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.

5.2 Describe how music is composed and adapted for use in film, video, radio, and television.  
Careers and Career-Related Skills

5.3 Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.

## **GRADES NINE THROUGH TWELVE-PROFICIENT**

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of music after the student has attained the level of achievement in music required of all students in grade eight.

### 1.0 ARTISTIC PERCEPTION

#### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

#### Read and Notate Music

1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.

1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1 on a scale of 1-6).

1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6).

#### Listen to, Analyze, and Describe Music

1.4 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.

1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.

1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

## 2.0 CREATIVE EXPRESSION

### Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

#### Apply Vocal and Instrumental Skills

2.1 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, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).

2.2 Sing music written in three or four parts with and without accompaniment.

2.3 Sing in small ensembles, with one performer for each part.

2.4 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 (level of difficulty: 4 on a scale of 1-6).

2.5 Perform on an instrument in small ensembles, with one performer for each part.

#### Compose, Arrange, and Improvise

2.6 Compose music, using musical elements for expressive effect.

2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.

2.8 Arrange pieces for voices and instruments other than those for which the pieces were originally written.

2.9 Improvise harmonizing parts, using an appropriate style.

2.10 Improvise original melodies over given chord progressions.

## 3.0 HISTORICAL AND CULTURAL CONTEXT

### Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

#### Role of Music

3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.

3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

#### Diversity of Music

3.3 Describe the differences between styles in traditional folk genres within the United States.

3.4 Perform music from various cultures and time periods.

3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

## 4.0 AESTHETIC VALUING

### Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

### Analyze and Critically Assess

4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.

4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

### Derive Meaning

4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.

4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

#### Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

#### Connections and Applications

5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.

5.2 Analyze the role and function of music in radio, television, and advertising.

#### Careers and Career-Related Skills

5.3 Research musical careers in radio, television, and advertising.