

**2<sup>ND</sup> YEAR HIGH SCHOOL  
MUSIC CHECKLIST  
Fine Arts Goals 25 – 27  
Illinois Learning Standards A – B  
Performance Descriptors**

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**PRINCIPLES OF MUSIC**

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- \_\_\_\_\_ Analyze and evaluate the use of sensory elements in a musical composition.
- \_\_\_\_\_ Analyze the form of complex musical compositions.
- \_\_\_\_\_ Interpret how aesthetic qualities (e.g., interrelationship of elements and principles; performance venue, practice/ preparation, instrumentation) communicate ideas and/or meaning in student and professional performances/ compositions.
- \_\_\_\_\_ Critique the quality and effectiveness of artists' performances/compositions.

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**CONNECTIONS TO THE ARTS**

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- \_\_\_\_\_ Critique the dominant artistic components (i.e., elements, principles, expressive ideas; processes, technologies; creative processes) using appropriate vocabulary in all the arts.
- \_\_\_\_\_ Evaluate the use of similar and distinctive artistic components across art forms.
- \_\_\_\_\_ Analyze how different art forms combine to create an interdisciplinary work (e.g., ballet, musical theatre, opera, cinematography, music videos).

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**PROCESSES, TOOLS, AND TECHNOLOGIES**

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- \_\_\_\_\_ Compare and contrast sound production of instruments from various cultures.
- \_\_\_\_\_ Demonstrate basic vocal and/or instrumental production techniques (e.g., breath support, posture, bowing).
- \_\_\_\_\_ Use standard notation to record one's own and others' musical ideas.
- \_\_\_\_\_ Sight-read an instrumental or vocal score of up to four staves, demonstrating accuracy in reading symbols for pitch, rhythm, expressive qualities, and articulation/diction.
- \_\_\_\_\_ Demonstrate the ability to read written notation for a vocal or instrumental part.
- \_\_\_\_\_ Critique the effectiveness (e.g. style, interpretation, instrumentation) of a performer or conductor.
- \_\_\_\_\_ Analyze the way in which performers or conductors interpret the intent of the composer in a recorded or live performance.

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**CREATION AND PERFORMANCE**

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- \_\_\_\_\_ Sing or play music that has a difficulty level of 4 (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.
- \_\_\_\_\_ Improvise original melodies in a variety of styles over given chord progressions, each in a consistent style, meter, and tonality.
- \_\_\_\_\_ Compose or arrange music demonstrating imagination and technical skill in applying the principles of composition.

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**HISTORY, SOCIETY AND THE ARTS**

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- \_\_\_\_\_ 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).
- \_\_\_\_\_ Evaluate the ways the arts are used to inform and persuade through traditional and contemporary art forms.
- \_\_\_\_\_ Examine the purposes and effects of various media (e.g. film, print, multimedia presentations) in terms of informing, entertaining, and persuading the public.
- \_\_\_\_\_ Hypothesize how the arts will function in the future as a result of changes in traditional and contemporary media.
- \_\_\_\_\_ Analyze the impact of political actions, current events, and natural phenomena (e.g., wars, civil unrest, disasters, economic prosperity, discovery, technology, legislation) on the development and production of art.
- \_\_\_\_\_ Cite examples of where the arts shaped aspects of a culture (e.g., Dionysian theatre festival, Renaissance church art and music, cinema and the Depression).
- \_\_\_\_\_ Analyze how historical and cultural contexts influence arts processes and products (e.g., Reformation, patronage system, invention of microphone, camera, and printing press, WPA).