

Music

Grade Span 9/10

Creating and Experiencing Music

Vocal and Instrumental Music Making

With the student's increasing confidence in singing and instrumental music-making, the student's capacity to express his/her individual life experience musically is consolidated and expanded. To this end, the continuous work of previous years is continued during this grade span.

Subject Matter Competencies

- sing a diverse repertoire musically correctly and appropriately to the genre, and partly by memory
- apply basic knowledge of harmony (e.g. simple cadences)
- accompany songs instrumentally
- handle musical instruments properly and play them using correct technique
- translate musical motifs, progressions or effects into other aesthetic and media forms of representation (e.g. movement)

Methodological Competencies

- sing solo and in an ensemble with appropriate posture and breathing, clear articulation and clean intonation
- play group instrumental pieces displaying confidence as to rhythm and tone
- make original music in a variety of creative ways (e.g. improvisation)
- use traditional musical notation and alternative notation

Social and Emotional Competencies

- use one's young adult voice physiologically correctly
- develop a musical repertoire with increasing independence
- experience singing and instrumental music-making as essential elements of personal development

Music and Media

Engagement with the music of the twentieth and twenty-first centuries begins with an exploration of computer-aided music production and the operation and laws of the music industry.

Subject Matter Competencies

- describe the main features of the development of film scores
- explain how music is utilized in films and commercials
- use music from all accessible legal sources
- describe legal bases for the use of music on the internet
- realize extensive multimedia projects on the computer including music and film
- understand how music is created using modern media
- comprehend in basic terms how the music industry shapes modern life

Methodological Competencies

- describe the effects of film music using concrete examples
- improvise live musical accompaniment to film clips
- using appropriate software, lay a suitable musical soundtrack to a film
- create new music using modern media technology

Social and Emotional Competencies

- consciously perceive music as an important component in film and advertising
- understand the value of music that he/she creates himself/herself, whether by traditional means or with computer technology
- comply with legal regulations for the use of music (e.g. from the internet)

Listening to and Understanding Music

Music in Historical Context

The development of humankind has always been and continues to be connected to music. Consideration of anthropological connections therefore leads to a deeper understanding of the history of music and humanity. Through an exploration of the interaction between musical development and socio-political as well as cultural-historical backgrounds, the student comes to understand music in its historical context and becomes able to interpret music on the basis of this understanding. This process also clarifies the influences of other cultures on Western music.

Through the study of a body of representative works, the student gains insight into important stages in the development of music. In combination with an overarching

knowledge of musical epochs, this provides the student lifelong enrichment of one's education and experience.

Subject Matter Competencies

- appreciate the importance of music as one of humankind's oldest cultural assets
- distinguish characteristics of music from diverse cultures
- recognize essential musical genres, forms, stylistic features and processing techniques
- in a well-reasoned fashion, place familiar music in its historical context

Methodological Competencies

- describe in general terms the genesis of Western musical forms
- interpret the conditions for the creation of music in social context
- recognize and explain stylistic features in audio examples and musical notation

Social and Emotional Competencies

- reflect on the development of music and gain aesthetic insights into musical forms
- contribute and expand on one's own musical experiences

Music in the Twentieth and Twenty-First Centuries

The music of this era deserves special attention for several reasons and is therefore explored separately from the Music in Historical Context unit. During this time period, common lines of development that persisted until the end of the nineteenth century diverged, resulting in an unprecedented diversity of musical styles and techniques. The newly observed separation between classical/art and popular music produces differences in how these categories of music are received and perceived.

It is therefore important to approach new forms of composition and the subject of jazz, as these forms continue to exert a special influence on the further development of music.

Subject Matter Competencies

- recognize the diversity of music in the twentieth and twenty-first centuries
- grasp musical and non-musical influences on the development of music
- analyze selected compositional techniques
- distinguish among forms of improvisation (especially in jazz)

Methodological Competencies

- describe and systematize musical developments in their historical context
- identify musical and non-musical influences on the development of music
- apply compositional techniques through musical notation and when making music

- apply forms of musical improvisation vocally and instrumentally

Social and Emotional Competencies

- approach a diversity of forms of musical expression in an open-minded manner
- develop and describe in a well-reasoned manner one's own tastes in music