

## GRADES 9-12 ADVANCED

MUSIC	ENGLISH/LANGUAGE ARTS
<p><b>1.5</b> Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.</p>	<p><b>READING LIT. #2</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>
<p><b>1.6</b> Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.</p>	<p><b>READING INFO. #3</b> Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
<p><b>2.1</b> 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: 5 on a scale of 1-6).</p>	<p><b>SPEAK &amp; LISTEN #4B</b> Plan, memorize, and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade) CA</p>
<p><b>3.3</b> Compare and contrast the social function of a variety of music forms in various cultures and time periods.</p>	<p><b>READING LIT. #6</b> Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>
<p><b>4.1</b> Compare and contrast how a composer's intentions result in a work of music and how that music is used.</p>	<p><b>READING INFO. #7</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually,</p>

	quantitatively) as well as in words in order to address a question or solve a problem.
<b>4.1</b> Compare and contrast how a composer's intentions result in a work of music and how that music is used.	<b>READING INFO. #9</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

<b>MUSIC</b>	<b>HISTORY/SOCIAL SCIENCE</b>
<b>4.</b> Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.	<b>11.5 #6</b> Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.