



Music Scope and Sequence Grade 11 - 12

The Scope and Sequence document represents an articulation of what students should know and be able to do. The document supports teachers in knowing how to help students achieve the goals of the standards and to understand each standard conceptually. It should be used as a tool to assist in planning and implementing a high quality instructional program.

- The units provide a snapshot of instruction across a year.
- The unpacking section contains rich information and examples of what the standards and benchmarks mean.
- The progressions provide valuable information for pre-assessment as well as information on what follows.

Music Standards

Standard 1: *Learners will sing or play on instruments, alone or with others, a varied repertoire of music.*

Standard 2: *Learners will demonstrate the ability to read and notate music.*

Standard 3: *Learners will respond to music by listening, analyzing, and describing.*

Standard 4: *Learners will create music within specified guidelines.*



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Year 11/12 and IB Music is a two-year program.
The Units shown below are the current offerings for Year 11 or IB1 and Year 12 or IB2 Music.

Grade 11-12 Music Units

IB1 and Grade 11

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Melody	Rhythm and Meter	Harmony and Tonality	Texture	Expression	Musical Structure

IB2 and Grade 12

Unit 1	Unit 2	Unit 3
Score Analysis	Creation	Musical Cultural Links

Standard 1: Learners will sing or play on instruments, alone or with others, a varied repertoire of music	
Benchmarks	Performance Indicators
	Grade 11/12
1.1 Demonstrate control of musical elements—such as, but not limited to, duration, pitch, tonality, timbre/tone color, texture, dynamics, form and structure—through appropriate and consistent technique as demonstrated in the selected presentation	<ul style="list-style-type: none"> - Perform in a group (SL) or as a soloist (SL/HL) - Perform with rhythmic and melodic accuracy and attention to expressive and dynamic markings - Display appropriate technique on their instrument or voice - Reflect on their own and others' performances
1.2 Demonstrate understanding of the particular style of each musical piece within the student's selected presentation	<ul style="list-style-type: none"> - Perform with understanding of style and time period - Demonstrate understanding of appropriate performance practice
1.3 Show ability to communicate musical re-creation to an audience effectively	<ul style="list-style-type: none"> - Use appropriate instrumental/vocal techniques to communicate musical and expressive detail
1.4 Choice of repertoire demonstrates contrast, features the student's/group's capabilities, and fulfills the appropriate accompaniment requirements.	<ul style="list-style-type: none"> - Perform music from a range of styles, cultures and musical periods - Demonstrate a range of technical and expressive skills - Perform with appropriate accompaniment as guided by the piece

Standard 2: Learners will demonstrate the ability to read and notate music	
Benchmarks	Performance Indicators Grade 11/12
2.1 Read rhythm and pitch separately and in conjunction with each other	<ul style="list-style-type: none"> - Read whole, half, quarter, eighth, sixteenth, dotted notes, tuplets and rests in simple and compound meter signatures - Read and produce pitch with accuracy within major and minor keys - Read and produce rhythm and pitch with a steady beat
2.2 Identify symbols and traditional music terms referring to dynamics, tempo, articulation, and expression and interpret them correctly when performing	<ul style="list-style-type: none"> - Can name or define musical terms, symbols and abbreviations - Can illustrate convincingly the meaning of musical terms, symbols and abbreviations by means of performance
2.3 Use standard symbols to notate meter, rhythm, pitch and dynamics	<ul style="list-style-type: none"> - Use standard notation to record own musical ideas and the musical ideas of others

Standard 3: Learners will respond to music by listening, analyzing, and describing	
Benchmarks	Performance Indicators
	Grade 11/12
3.1 Demonstrate extensive knowledge of the technical vocabulary of music	<ul style="list-style-type: none"> - Learners understand and use music terminology associated with melody, rhythm, harmony, tonality, texture, timbre and structure
3.2 Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices	<ul style="list-style-type: none"> - Learners use appropriate vocabulary to analyze and discuss music from a range of styles, cultures and time periods - Learners use appropriate vocabulary to analyze and discuss uses of the elements of music - Use appropriate vocabulary to analyze and discuss musical and expressive devices
3.3 Identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques	<ul style="list-style-type: none"> - Analyze and discuss compositional devices and techniques - Analyze devices and techniques used to create unity/variety and tension/release
3.4 Identify, analyze and compare pieces of music from distinctive musical cultures and show how musical elements, artistic processes (that is, imagination, craftsmanship), and organizational principles (that is, unity and variety, repetition and contrast) are used in similar and different ways	<ul style="list-style-type: none"> - Analyze and discuss the use of musical elements in examples from diverse world cultures - Analyze and discuss the use of compositional devices and artistic processes in examples from diverse world cultures - Compare and contrast examples from diverse world cultures

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Standard 4: Learners will create music within specified guidelines	
Benchmarks	Performance Indicators
	Grade 11/12
4.1 Create original music (arrangement could be one option)	<ul style="list-style-type: none"> - Demonstrate control and development of musical elements - Demonstrate music coherence by organizing musical material into identifiable forms and structures - Demonstrate idiomatic understanding of instruments - Demonstrate the ability to use traditional/non-traditional notation correctly
4.2 Use a variety of sound sources when composing	<ul style="list-style-type: none"> - Show ability to incorporate a variety of traditional and nontraditional sounds and electronic media in own creations
4.3 Improvise within specified guidelines	<ul style="list-style-type: none"> - Demonstrate spontaneity and musical expression in relation to risk-taking, varied and imaginative uses of musical ideas, and the interrelation between these ideas in improvisation