

General Music 9 - 12 | GM

This document represents the collective work of a team of educators from all regions of Tennessee and from all levels of music education, whose fundamental goal is to propose new music standards for the state of Tennessee. The new state standards endeavor to maintain the curricular integrity of music education across the state, build upon traditions of musical excellence established by the previous standards, foster creativity and artistry in all students, and empower music educators to provide a rigorous and relevant music curriculum that fully equips students with the skills, knowledge, and understanding necessary for success in their future musical and non-musical endeavors.

Additionally, the writing team strived to ensure a smooth transition from the 1994 standards to the new state standards. The new Tennessee music standards are intended to mirror, but not replicate, the NCCAS Core Arts Standards. Primarily, the writing team made a purposeful effort to avoid curricular specificity within the new standards, understanding that circumstances differ from campus to campus, and that curriculum should be decided at the local level. Therefore, it is incumbent on the individual teacher to enhance and adjust curriculum to fit the specific needs of his/her instructional situation, while still adhering to the rigor and expectations of the standards.

In addition, while the 1994 standards were structured and applied globally, without regard to content specificity, the new National Core Arts and Tennessee state standards are individualized to address the unique needs of general music, traditional and emerging ensembles, and music theory and history courses. Furthermore, the 1994 standards focused on the varied means in which people participate in or interact with music. In contrast, the new state standards are more specifically geared towards the processes by which people make music, including Creating, Performing, Responding, and Connecting.

Concerning the application of the new state standards, what teachers used to call *standards* are now referred to as *foundations* that fall under the larger umbrella of the *artistic processes*. What the state used to call *grade/course level expectations* and *student performance indicators* are now called *standards*. (See the table below for clarification). Finally, the foundations within each artistic process propose an intended sequence from one standard to the next as a means of developing students' competency with each step of the process.

With specific regard to general music, application of the new standards will enable teachers to make a clearer delineation and differentiation between standards for performing ensembles and general music classes, understanding that, traditionally, students in middle and high school general music class are non-musicians whose life-long participation with music is more geared towards recreational music and are often more fulfilled through Responding and Connecting than Creating or Performing. This is not to say that the new state standards for general music neglect to emphasize Creating and Performing, but to emphasize that these two areas are addressed differently in general music than they are in traditional and emerging ensembles.

In addition, while the standards for many of the content areas include grade or level differentiation, this distinction was not applied to 9-12 general music. As of this writing, there is only one fine arts requirement at the high school level, implying that students who are not in performing ensembles typically take one general music class, rendering specified levels invalid. Instead of *HS1*, *HS2*, *HS3*, and *HS4*, this course will be coded as *HS*.

Artistic Processes	1994 National Standards / TN	New Foundations	Performance Standards
Perform (P)	Sing (1), play (2), read (5)	<ol style="list-style-type: none"> 1. Select, analyze, interpret 2. Develop and refine 3. Convey meaning through presentation 	See grade levels
Create (Cr)	Improvise (3), compose (4)	<ol style="list-style-type: none"> 4. Generate and conceptualize 5. Organize and develop 6. Refine and complete 	
Respond (R)	Listen (6), analyze (7)	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work 8. Interpret intent and meaning 9. Apply criteria to evaluate 	
Connect (Cn)	Connect (8), historical (9)	<ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experience 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding 	

DOMAIN: Perform	
Foundation P1 Select, analyze, and interpret artistic work for presentation.	
Standard GM.P1	
Grade Level	Standards
HS	HS.GM.P1.A Research sound sources and artistic repertoire using technology and other available resources.
	HS.GM.P1.B Apply criteria to select appropriate repertoire from varied genres, cultures, and styles suitable for presentation.
	HS.GM.P1.C Defend and describe repertoire choices using appropriate musical vocabulary.

DOMAIN: Perform	
Foundation P2 Develop and refine artistic techniques and work for presentation.	
Standard GM.P2	
Grade Level	Standards
HS	HS.GM.P2.A Interpret standard or non-traditional music notation and expressive elements to convey artistic ideas.
	HS.GM.P2.B Develop and apply appropriate rehearsal strategies to identify and discuss areas of needed improvement.
	HS.GM.P2.C Refine artistic works through focused listening and application of established criteria.

DOMAIN: Perform

Foundation P3

Convey and express meaning through the performance of artistic work.

Standard GM.P3

Grade Level	Standards
HS	HS.GM.P3.A Employ appropriate performance techniques and/or practice to present artistic works using varied sound sources.
	HS.GM.P3.B Apply appropriate expressive elements to convey meaning of artistic works.
	HS.GM.P3.C Defend artistic choices using appropriate musical vocabulary.
	HS.GM.P3.D Demonstrate suitable performance and audience etiquette in multiple venues or performance contexts.

DOMAIN: Create

Foundation Cr1

Generate and conceptualize artistic ideas and work.

Standard GM.Cr1

Grade Level	Standards
HS	HS.GM.Cr1.A Describe, demonstrate, and document short musical ideas that represent personal experiences, moods, texts, visual images, and/or story lines.

DOMAIN: Create	
Foundation Cr2 Organize and develop artistic ideas and work.	
Standard GM.Cr2	
Grade Level	Standards
HS	HS.GM.Cr2.A Assemble and organize sounds or musical ideas to express selected experiences, moods, images, concepts, texts, storylines, or ideas.
	HS.GM.Cr2.B Develop ideas or concepts into student-generated works that demonstrate musical structure and expressive elements.

DOMAIN: Create	
Foundation Cr3 Refine and complete artistic work.	
Standard GM.Cr3	
Grade Level	Standards
HS	HS.GM.Cr3.A Evaluate evolving drafts of student-generated works by selecting and applying criteria and describing rationale for revisions.
	HS.GM.Cr3.B Enhance artistic works using technology or other suitable resources.
	HS.GM.Cr3.C Present and defend the final version of student-generated works.

DOMAIN: Respond	
Foundation R1 Perceive and analyze artistic work.	
Standard GM.R1	
Grade Level	Standards
HS	HS.GM.R1.A Identify and describe the elements of music in visual and aural examples using appropriate vocabulary.
	HS.GM.R1.B Use suitable terminology and concepts to compare and contrast music from various historical periods, styles, and cultures within the appropriate context.

DOMAIN: Respond	
Foundation R2 Interpret intent and meaning in artistic work.	
Standard GM.R2	
Grade Level	Standards
HS	HS.GM.R2.A Use appropriate musical vocabulary and terminology to interpret and describe artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of elements of music, context, and historical significance.
	HS.GM.R2.B Examine the historical and cultural development of masterworks within various genres of American traditional and classical music, including the music of Tennessee.

DOMAIN: Respond

Foundation R3

Apply criteria to evaluate artistic work.

Standard GM.R3

Grade Level	Standards
HS	HS.GM.R3.A Apply appropriate criteria to evaluate varied musical works and performances.
	HS.GM.R3.B Identify and justify musical preferences using appropriate terminology, context, student opinion, and personal research gathered from varied sources.

DOMAIN: Connect

Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

Standard GM.Cn1

Grade Level	Standards
HS	HS.GM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

DOMAIN: Connect

Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical context.

Standard GM.Cn2

Grade Level	Standards
HS	HS.GM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, culture, and daily life.