

National Standards for Music Education

From MENC, the National Association for Music Education

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

MENC STANDARDS GRADES 9-12

The study of music contributes in important ways to the quality of every student's life. Every musical work is a product of its time and place, although some works transcend their original settings and continue to appeal to humans through their timeless and universal attraction. Through singing, playing instruments, and composing, students can express themselves creatively, while a knowledge of notation and performance traditions enables them to learn new music independently throughout their lives. Skills in analysis, evaluation, and synthesis are important because they enable students to recognize and pursue excellence in their musical experiences and to understand and enrich their environment. Because music is an integral part of human history, the ability to listen with understanding is essential if students are to gain a broad cultural and historical perspective. The adult life of every student is enriched by the skills, knowledge, and habits acquired in the study of music.

Two levels of achievement, "proficient" and "advanced," have been established for grades 9-12. The proficient level is intended for students who have completed courses involving relevant skills and knowledge for one to two years beyond grade 8. The advanced level is intended for students who have completed courses involving relevant skills and knowledge for three to four years beyond grade 8. Students at the advanced level are expected to achieve the standards established for the proficient as well as the advanced levels. Every student is expected to achieve the proficient level in at least one arts discipline (that is, music, dance, theatre, visual arts) by the time he or she graduates from high school.

The standards in this section describe the cumulative skills and knowledge expected of students exiting grade 12 who have enrolled in relevant music courses. They presume that the students have achieved the standards specified for grades 5-8; they assume that the students will demonstrate higher levels of the expected skills and knowledge, will deal with increasingly complex music, and will provide more sophisticated responses to works of music. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter. Determining the curriculum and the specific instructional activities necessary to achieve the standards is the responsibility of states, local school districts, and individual teachers.

1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:

Students

- a. sing with *expression and *technical accuracy a large and varied repertoire of vocal literature with a *level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory *Use YWIF music to supplement existing choral repertoire.*
- b. sing music written in four parts, with and without accompaniment *Barbershop arrangements fit neatly into the requirements for this standard*
- c. demonstrate well-developed ensemble skills *4-part harmonies require mastery of individual vocal lines.*

Achievement Standard, Advanced:

Students

- d. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6 *More advanced harmonies may be found in barbershop music voiced for more mature voices.*
- e. sing music written in more than four parts *Many BBS arrangements can be found for 8 parts*
- f. sing in small ensembles with one student on a part *advanced students can form a quartet*

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:

Students

- a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6
- b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- c. perform in small ensembles with one student on a part

Achievement Standard, Advanced:

Students

- d. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6

3. Content Standard: Improvising melodies, variations, and accompaniments

Achievement Standard, Proficient:

Students

- a. improvise stylistically appropriate harmonizing parts *"woodshedding" is the barbershop term used to describe this type of improvisation.*
- b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys *Many barbershop arrangements provide these types of interesting variations and embellishments.*

c. improvise original melodies over given chord progressions, each in a consistent *style, meter, and tonality *barbershop arrangements follow a prescribed structure and use specific chord progressions. Original compositions can be written following this format. The most important element is the presence of eight-measure increments.*

Achievement Standard, Advanced:
Students

d. improvise stylistically appropriate harmonizing parts in a variety of styles
e. improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality

4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standard, Proficient:
Students

a. compose music in several distinct styles, demonstrating creativity in using the *elements of music for expressive effect *One style to consider would be barbershop harmonies.*
b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music *many instrumental pieces have been successfully arranged for voices in the barbershop style. Many of our Regions provide assistance through Arranger Development Programs.*
c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

Achievement Standard, Advanced:
Students

d. compose music, demonstrating imagination and technical skill in applying the principles of composition

5. Content Standard: Reading and notating music

Achievement Standard, Proficient:
Students

a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used *Because BBS arrangements are written in both the treble and bass clefs, students learn to read music on both staves.*

Students who participate in a choral or instrumental ensemble or class

b. sightread, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6 *BBS harmony parts encourage sight reading because the melody line is found in the lead line. This most often relates to Soprano II in choral music.*

Achievement Standard, Advanced:

Students

c. demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs

d. interpret nonstandard notation symbols used by some 20th- century composers

Students who participate in a choral or instrumental ensemble or class

e. sightread, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6 *Barbershop harmony emphasizes interval training and accurate sightreading. Especially useful for girls is the training required to read your part in the bass clef and transpose it into a treble range.*

6. Content Standard: Listening to, analyzing, and describing music

Achievement Standard, Proficient:

Students

a. 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 1 *Many outstanding examples of barbershop harmony exists for both male and female voices in both quartet and chorus format.*

b. demonstrate extensive knowledge of the technical vocabulary of music *BBS music emphasizes the correct use of musical terminology.*

c. 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 *BBS music is exemplified by the use of tension chords and embellishments.*

Achievement Standard, Advanced:

Students

d. demonstrate the ability to perceive and remember music events by describing in detail significant events 2 occurring in a given aural example

e. compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style

f. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive *Use of the Sweet Adelines judging categories and guidebook help analyze the components of a successful barbershop performance.*

7. Content Standard: Evaluating music and music performances

Achievement Standard, Proficient:

Students

a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and

apply the criteria in their personal participation in music *The Sweet Adelines Performance Level Guidelines provide specific characteristics for assessing various levels of performance.*

b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models *Use CD or tape of champion quartets from both Sweet Adelines and the Barbershop Harmony Society.*

Achievement Standard, Advanced:

Students

c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard, Proficient:

Students

a. explain how elements, artistic processes 3, and organizational principles 4 are used in similar and distinctive ways in the various arts and cite examples *use barbershop arrangements and performance to emphasize craftsmanship, unity, repetition and contras, etc.*

b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures 5 *BBS is one of only a few truly American musical art forms (jazz, gospel)*

c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music 6 *The Expression Category of Sweet Adelines addresses all of these elements.*

Achievement Standard, Advanced:

Students

d. compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

e. explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts 7 *Compare BBS style music to other choral and a cappella compositions.*

9. Content Standard: Understanding music in relation to history and culture

Achievement Standard, Proficient:

Students

a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications

b. identify sources of American music genres, 8 trace the evolution of those genres, and cite well-known musicians associated with them *BARBERSHOP!*

c. identify various roles 9 that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Achievement Standard, Advanced:

Students

d. identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context

e. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences

Notes:

1. E.g., rubato, dynamics

2. E.g., fugal entrances, chromatic modulations, developmental devices

3. E.g., imagination, craftsmanship

4. E.g., unity and variety, repetition and contrast

5. E.g., Baroque, sub-Saharan African, Korean

6. E.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transmission and perception of sound

7. E.g., creators: painters, composers, choreographers, playwrights; performers: instrumentalists, singers, dancers, actors; others: conductors, costumers, directors, lighting designers

8. E.g., swing, Broadway musical, blues

9. E.g., entertainer, teacher, transmitter of cultural tradition

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www.barbershop.org/web/groups/public/documents/pages/pub_id_038266.
Hcsp

RESOURCES

Sweet Adelines International, Young Women in Harmony
www.sweetadelinesintl.org
P.O. Box 470168 Tulsa, OK 74147-0168 (800) 992-7464

Barbershop Harmony Society 7930 Sheridan Road, Kenosha, WI 53143
(800) 876-SING info@barbershop.org

Tone Appetit Quartet c/o Nancy Nortz 215 NW 22nd St. Oklahoma City,
OK 73103 (405)525-9525

Underage Quartet underage@hotmail.com

Where Is Love-Tag

Musical score for "Where Is Love-Tag" for Tenor Lead and Bari Bass. The score is in 4/4 time and consists of four measures. The Tenor Lead part is written in treble clef with a key signature of one sharp (F#) and a common time signature (C). The Bari Bass part is written in bass clef with a key signature of one sharp (F#) and a common time signature (C). The lyrics are: "Where, Where, Where is Love?". The score includes first, second, and third endings. The first ending is marked with a '1' and a bracket. The second ending is marked with a '2' and a bracket. The third ending is marked with a '3' and a bracket. The fourth measure is marked with a '4' and a bracket. The lyrics are: "Where, Where, Where is Love?".