



San Diego City Schools – Visual and Performing Arts Department
California State Content Standards – Music
Core Learnings – Instrumental Music – Grades 6 – 8

1.0 Artistic Perception			
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music.			
<i>Students read, notate, listen to, analyze, and describe music and other aural information using the terminology of music.</i>			
	6 th Grade	7 th Grade	8 th Grade
1.1	<p>Read, write, and perform intervals and triads.</p> <ul style="list-style-type: none"> Read, write and play the following intervals in C major: P8, P5, P4, M3, m3, M2, m2. Demonstrate an understanding of building major and minor triads through the stacking of M3-m3 and m3-M3 intervals. 	<p>Read, write, and perform intervals, chordal patterns, and harmonic progressions.</p> <ul style="list-style-type: none"> Read, write and play the following intervals in C major: M7, m7, M6, m6. Identify and construct the V7 (dominant) chord in keys studied. Write and play chord tones to create the following harmonic progressions in C major: I-IV-V7-I, I-vi-ii-V7-I, and I-vi-IV-V7-I. Identify authentic (V7-I) and plagal (IV-I) cadences in aural and visual examples. 	<p>Read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.</p> <ul style="list-style-type: none"> Read, write and play the following intervals in C major: augmented 4th and diminished 5th (tritone). Write and play chord tones to create the following harmonic progressions in C minor: i-iv-V7-i and i-VI-iv-V7-i. Identify deceptive cadences in major (V7-vi) and V7-I cadences in minor (use of picarde 3rd) in aural and visual examples.
1.2	<p>Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.</p> <ul style="list-style-type: none"> Read, write and perform full-octave C, G, D, and A major scales and a, e, b, and f# natural minor scales on strings, or Bb, Eb, F major scales and g, c and d natural minor scales on winds or percussion. Perform chromatic scales to the P5 in each key studied. Perform and conduct music in 2/4, 3/4, 4/4, Cut Time, and 6/8. Analyze, using rhythm syllables and counting, and play dotted-quarter—eighth and dotted-eighth—sixteenth patterns. Perform combinations of dotted-half, dotted-quarter, quarter and eighth rhythm patterns in 6/8. Recognize and use Italian terms and markings for 	<p>Read, write, and perform rhythmic and melodic notation in duple, triple, and mixed meters.</p> <ul style="list-style-type: none"> Read, write and perform full-octave F major and d minor scales on strings, or C major and a minor scales on winds or percussion. Perform full-octave chromatic scales in each key studied. Perform and conduct music in 5/4, 6/4, and 7/4, including mixed meter examples. Analyze and play sixteenth on strong beat (e.g., sixteenth—eighth—sixteenth or sixteenth—dotted-eighth), quarter-note triplets, eighth—dotted-quarter, quarter—dotted-half rhythm patterns in simple meters. Analyze and play eighth and quarter rhythmic patterns in 6/8. Recognize and use Italian terms for tempo (presto, vivace, largo), style (cantabile, dolce, pesante), and roadmap markings (Coda). 	<p>Read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.</p> <ul style="list-style-type: none"> Read, write and perform full-octave Bb major and g minor scales on strings, or G and Ab major scales and e and f minor scales on winds or percussion. Perform full-octave chromatic scales in each key studied. Analyze and play sixteenth rhythmic patterns in compound meter. Analyze and play eighth, dotted-quarter, and sixteenth rhythmic patterns in 3/8, 5/8, 7/8, 9/8, and 12/8. Conduct simple, compound, and mixed meter examples. Recognize and use Italian terms related to tempo (piu mosso, meno mosso, and accelerando).

	dynamics (pp—ff), style (maestoso and misterioso), and tempo (moderato, adagio, a tempo) and roadmap markings (D.C. al fine, D.S. al fine, measure repeat signs, endings).		
1.3	<p>Transcribe simple aural examples into rhythmic notation.</p> <ul style="list-style-type: none"> Listen and notate combinations of whole, half, quarter, eighth, triplets, dotted-half, dotted-quarter and rests in duple and triple meter for four measures, with retention at six to eight beats at a time. 	<p>Transcribe simple aural examples into melodic notation.</p> <ul style="list-style-type: none"> Transcribe combinations of melodic and rhythmic patterns using whole, half, quarter, eighth, dotted-half, dotted-quarter, sixteenth notes (barred in twos and fours) and rests in duple and triple meter for four measures, with retention at eight beats at a time. Transcribe simple melodies in C major (no transposition), using intervals of m2, M2, m3, M3 and P8. 	<p>Transcribe aural examples into rhythmic and melodic notation.</p> <ul style="list-style-type: none"> Transcribe combinations of rhythmic patterns, including eighth- and quarter-note triplets, in duple and triple meter for eight measures, with retention at eight beats at a time. Transcribe simple melodies constructed from the following intervals: m2, M2, m3, M3, P4, P5, and P8.
1.4	<p>Sight-read simple melodies in the treble clef or bass clef.</p> <ul style="list-style-type: none"> Sight-read simple eight-measure melodies (easy rhythms, stepwise and small interval motion, and appropriate range), recognizing key, meter, dynamics (piano and forte) and slur and lift for strings, slur and tongue for winds, and flam and five-stroke roll for percussion. 	<p>Sight-read melodies in the treble or bass clef (level of difficulty: 1; scale: 1-6).</p> <ul style="list-style-type: none"> Sight-read songs in easy keys and meters, with basic rhythms and limited ranges (Publisher-graded scale: 1). Sight-read with proper tone, pitch and rhythmic accuracy, demonstrating an understanding of expressive markings. 	<p>Sight-read accurately and expressively (level of difficulty: 2; scale: 1-6).</p> <ul style="list-style-type: none"> Sight-read alone and in an ensemble, songs with changes in tempo, key, and meter in appropriate ranges (Publisher-graded scale: 2) with correct pitch, rhythm, dynamics, phrasing and style.
1.5	<p>Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.</p> <ul style="list-style-type: none"> Analyze and compare music of three cultures and genres, identifying melody and/or motif, syncopation, simple and complex meter, and instrumentation similar and unique to each. 	<p>Analyze and compare the use of musical elements representing various genres, styles and cultures, emphasizing tonality and intervals.</p> <ul style="list-style-type: none"> Listen to and perform a variety of music and identify where the music originated based on rhythm, melody, style and instrumentation. Distinguish between major, minor, and pentatonic tonalities and examine the function of accidentals. Explore non-Western tunings (e.g., use of quarter tones). 	<p>Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.</p> <ul style="list-style-type: none"> Identify and discuss harmony that is consonant and dissonant. Listen and identify tonic, subdominant, and dominant chords and chord changes in the twelve-bar blues. Compare similarities and differences in music of different geographic regions of the United States, emphasizing chords and harmonic progressions.
1.6	<p>Describe larger music forms (sonata-allegro, concerto, theme and variations).</p> <ul style="list-style-type: none"> Compare and contrast theme, development, and recapitulation in relation to sonata-allegro, concerto, theme and variation, and rondo forms. 	<p>Describe larger musical forms (canon, fugue, suite, ballet, opera, and oratorio).</p> <ul style="list-style-type: none"> Listen to a variety of musical works, describe the texture, and identify whether the examples are monophonic, homophonic, or polyphonic. Explore relationships between a canon and a 	<p>Describe larger musical forms (symphony, tone poem).</p> <ul style="list-style-type: none"> Identify and discuss symphony, tone poem, and programmatic music. Discuss and distinguish between concrete and programmatic music.

		fugue, a suite and a ballet, and an opera and an oratorio.	
1.7			<p>Explain how musical elements are used to create specific music events in given aural examples.</p> <ul style="list-style-type: none"> Listen for musical cues that create pictures and feelings and identify tempo markings and dynamic terms that effect mood in music.
<p>2.0 Creative Expression Creating, Performing, and Participating in Music <i>Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.</i></p>			
	6 th Grade	7 th Grade	8 th Grade
2.1	<p>Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, good posture, tone quality, and vowel shape—written and memorized, by oneself and in ensembles (level of difficulty: 1; scale: 1-6).</p> <p><i>Not applicable</i></p>	<p>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: 2; scale: 1-6).</p> <p><i>Not applicable</i></p>	<p>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: 3; scale: 1-6).</p> <p><i>Not applicable</i></p>
2.2	<p>Sing music written in two parts.</p> <ul style="list-style-type: none"> Sing scales in round form using solfege. 	<p>Sing music written in two and three parts.</p> <ul style="list-style-type: none"> Sing chord tones with others to create the following harmonic progressions in C major: I-IV-V7-I, I-vi-ii-V7-I, and I-vi-IV-V7-I. 	<p>Sing music written in two, three, or four parts.</p> <ul style="list-style-type: none"> Sing chord tones with others to create the following harmonic progressions in c minor: i-iv-V7-i and i-VI-iv-V7-i.
2.3	<p>Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1; scale: 1-6).</p> <ul style="list-style-type: none"> Perform complex melodies and instrumental literature consisting of expanded range in keys studied, even and uneven rhythms, sixteenths, triplets, D.C. and D.S. al fine or Coda markings, first and second endings, measure repeat signs, extended dynamics and articulations (Publisher-graded scale: 2). 	<p>Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 2; scale: 1-6).</p> <ul style="list-style-type: none"> Perform instrumental literature with moderate technical demands, expanded ranges and expressive techniques (Publisher-graded scale: 2.5). 	<p>Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 3; scale: 1-6).</p> <ul style="list-style-type: none"> Perform instrumental literature with moderately difficult technical demands, compound and mixed meters, expanded ranges and expressive techniques (Publisher-graded scale: 2.5 to 3), with accurate interpretation and nuance.

2.4	<p>Compose short pieces in duple and triple meters.</p> <ul style="list-style-type: none"> • Compose a four-measure theme and at least two variations in duple and triple meter, demonstrating rhythmic and melodic variation techniques. 	<p>Compose short pieces in duple, triple, and mixed meters.</p> <ul style="list-style-type: none"> • Compose a four-measure melody in duple or triple meter that forms the basis of a canon. • Compose a four-measure rhythm pattern in mixed meter. 	<p>Compose short pieces in duple, triple, mixed, and compound meters.</p> <ul style="list-style-type: none"> • Compose an eight-measure melody in a major key in duple meter that expresses a specific emotion or mood. • Compose and perform a 16-measure rhythm composition in mixed and compound meter.
2.5	<p>Arrange simple pieces for voices or instruments, using traditional sources of sound.</p> <ul style="list-style-type: none"> • Create a two- or three-part, eight-measure arrangement for instrument groups in the same key (e.g., trumpet/trumpet, trumpet/clarinet/tenor saxophone, etc.). 	<p>Compose and arrange simple pieces for voice and instruments, using traditional and nontraditional sound sources, including digital/electronic media.</p> <ul style="list-style-type: none"> • Explore traditional and nontraditional tone colors used in instrumental music. • Compose and arrange a simple eight-measure, two- or three-part composition for mixed instrument groupings, using traditional and nontraditional techniques. 	<p>Arrange simple pieces for voices or instruments other than those for which the pieces were written, using traditional and nontraditional sound sources, including digital/electronic media.</p> <ul style="list-style-type: none"> • Create an instrumental arrangement of an American folk song, using available technology, and perform with appropriate expression to convey the original intent of its text.
2.6	<p>Improvise simple melodies.</p> <ul style="list-style-type: none"> • Improvise melodies within a single tonal center. • Improvise melodies over ostinato and basic chordal accompaniment. 	<p>Improvise melodies and harmonic accompaniments.</p> <ul style="list-style-type: none"> • Create a harmonic progression within a single tonal center and improvise melodic lines over the accompaniment. • Improvise harmonic accompaniment based on notes from a blues chord progression. 	<p>Improvise melodic and rhythmic embellishments and variations in major keys.</p> <ul style="list-style-type: none"> • Embellish a familiar song in a major key through adding notes around the melody and/or changing rhythmic values to create a new personal rendition.
2.7		<p>Improvise melodic and rhythmic embellishments and variations on given pentatonic melodies.</p> <ul style="list-style-type: none"> • Create original melodic or rhythmic calls and responses in pentatonic. • Embellish a familiar pentatonic folk melody through adding notes around the melody and/or changing rhythmic values to create a new personal rendition. 	<p>Improvise short melodies to be performed with and without accompaniment.</p> <ul style="list-style-type: none"> • Improvise melodic and rhythmic variations on American folk tunes. • Create new melodies for traditional American folk tunes by improvising over the original chord progression.

3.0 Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Historical and cultural context should be imbedded throughout the curriculum (all materials studied should represent different cultures and time periods).

	6 th Grade	7 th Grade	8 th Grade
3.1	Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians. <ul style="list-style-type: none">• Identify, list, and discuss the function of music in different cultures (e.g., courtship, ritual, work, entertainment) and the roles of musicians (e.g., performer, historian, composer).• Perform or listen to music from at least three cultures and discuss the instrumentation and function of each song.	Compare music from various cultures as to some of the functions music serves and the roles of musicians. <ul style="list-style-type: none">• Identify, list, and discuss the function of music in the preservation, maintenance and furtherance of culture.• Compare musician roles (e.g., function, presence, absence, etc.) in several cultures and discuss why differences and similarities may exist.	Compare and contrast the functions music serves and the place of musicians in society in various cultures. <ul style="list-style-type: none">• Identify, list, and compare the function of art music and folk music in different cultures.
3.2	Listen to and describe the role of music in ancient civilizations (e.g., Chinese, Egyptian, Greek, Indian, and Roman). <ul style="list-style-type: none">• Explore ancient civilizations' (Chinese, Egyptian, Greek, Indian, Roman, and Hebrew) instrumental music traditions through performing, discussing, listening, identifying, comparing, and describing.• Investigate two ancient civilizations emphasizing how music reflects the socio-economic conditions, historic events, traditions, and the daily lives of the people in each culture.	Identify and describe the development of music during medieval and early modern times in various cultures (e.g., African, Chinese, European, Islamic, Japanese, and South American). <ul style="list-style-type: none">• Explore medieval and early modern African, Chinese, European, Islamic, Japanese, and South American (in the years A.D. 500-1789) instrumental music traditions through performing, discussing, listening, identifying, comparing, and describing.• Investigate two medieval or early modern cultures (Roman, Islamic, Chinese, Sub-Saharan, Japanese, European, Meso-American, and Andean), emphasizing how music reflects the socio-economic conditions, historic events, traditions, and the daily lives of the people in each culture.	Identify and explain the influences of various cultures on music in early United States history. <ul style="list-style-type: none">• Explore instrumental music traditions of the United States from the American Revolution to 1900.• Investigate musical influences of the nation building period, western expansion, Manifest Destiny, immigration, suffrage, and the rise of the elite class in the United States.

3.3	<p>Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.</p> <ul style="list-style-type: none"> • Explore two or more genres and styles and discuss what makes each of these styles unique, using the elements of music. • Compare and analyze two or more musical genres from two different cultures (e.g., compare mariachi to zydeco). 	<p>Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.</p> <ul style="list-style-type: none"> • Identify a variety of instrumental genres and styles, including folk, chamber, Western and non-Western instrumental ensembles (e.g., Andean pan flute, Balinese gamelan, etc.) and discuss what makes each unique, using the vocabulary of music. 	<p>Explain how music has reflected social functions and changing ideas and values.</p> <ul style="list-style-type: none"> • Research music from regions of the United States and how it reflects the social values and experiences of immigrant populations. • Discuss social activism demonstrated through music with an historic perspective (e.g., coded slave songs, suffrage, protest songs, etc.).
3.4	<p>Listen to, describe, and perform music of various styles from a variety of cultures.</p> <ul style="list-style-type: none"> • Identify and describe musical styles from different cultures and perform music from at least three cultures studied. 	<p>Perform music from diverse genres and cultures.</p> <ul style="list-style-type: none"> • Perform instrumental ensemble literature based on folk music from different parts of the world. 	<p>Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.</p> <ul style="list-style-type: none"> • Compare musical characteristics of Western and non-Western styles of music and discuss how similarities and differences developed.
3.5	<p>Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.</p> <ul style="list-style-type: none"> • Create and use a rubric for evaluating music based on quality and the effective use of musical elements, compare perceptions with peers, and defend personal opinion using the vocabulary of music. 	<p>Identify instruments from a variety of cultures visually and aurally.</p> <ul style="list-style-type: none"> • Identify instruments from medieval and early modern African, Chinese, European, Islamic, Japanese, and South American musical traditions through visual and aural examples. 	<p>Perform music from diverse genres, cultures, and time periods.</p> <ul style="list-style-type: none"> • Perform music from different regions and eras of the United States with appropriate style, phrasing, tone, and performance practice.
3.6		<p>Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.</p> <ul style="list-style-type: none"> • Create and use a rubric for evaluating music based on quality and the effective use of musical elements with emphasis on style, compare perceptions with peers, and defend personal opinions using the vocabulary of music. 	<p>Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.</p> <ul style="list-style-type: none"> • Create and use a rubric for evaluating music based on quality and the effective use of musical elements with emphasis on style and interpretation, compare perceptions with peers, and write a critical review defending opinion using appropriate music vocabulary.

4.0 Aesthetic Valuing**Responding to, Analyzing, and Making Judgments About Works of Music**

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

	6 th Grade	7 th Grade	8 th Grade
4.1	Develop criteria for evaluating the quality and effectiveness of musical performances and compositions, including arrangements and improvisations, and apply the criteria in personal listening and performing. <ul style="list-style-type: none">Justify musical preferences using music vocabulary.Create rubrics for performance emphasizing tone quality, correct notes and rhythms, intonation, dynamics, and posture, and evaluate performances isolating single criteria at a time.Create rubrics for composition emphasizing correct notes, rhythms, meter and key.	Use criteria to evaluate the quality and effectiveness of musical performances and compositions. <ul style="list-style-type: none">Create rubrics for performance emphasizing blend, balance, intonation, articulation, rhythmic accuracy, dynamics and phrasing, and evaluate considering two or more criteria at a time.Create rubrics for composition emphasizing dynamics and style.	Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing. <ul style="list-style-type: none">Create rubrics and apply criteria to evaluate personal musical performances emphasizing style, phrasing, interpretation, tone, articulation, rhythmic accuracy, dynamics, phrasing, posture and stage presence, considering three or more criteria at a time.Create rubrics for composition emphasizing harmony, timbre, and instrumentation.
4.2	Explain how various aesthetic qualities convey images, feeling, or emotion. <ul style="list-style-type: none">Discuss ways in which the expressive qualities of music (e.g., tone quality, key, vocal timbre, phrasing, tempo, etc.) may elicit emotional responses in the listener.	Apply criteria appropriate for the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others. <ul style="list-style-type: none">Create and use a performance rubric that evaluates effective communication of style and genre, emphasizing articulation, tone and rhythm in symphonic music, marches, popular music, jazz and blues.	Apply detailed criteria appropriate for the genre and style for the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others. <ul style="list-style-type: none">Create and use a performance rubric that evaluates effective communication of style and genre, emphasizing dynamics, phrasing, and level of difficulty.
4.3	Identify aesthetic qualities in a specific musical work. <ul style="list-style-type: none">Respond through writing and discussing to a given prompt (musical example) by identifying the ways musical elements are used to create images, feelings, ideas, or emotions.	Compare and contrast the differences between one performance of a specific musical work and another performance of the same work. <ul style="list-style-type: none">Compare the same music performed by two different instrumentalists or ensembles and discuss how each rendition is similar or different, using the vocabulary of music.	Explain how and why people use and respond to specific music from different musical cultures found in the United States. <ul style="list-style-type: none">Identify and list musical cultures and styles from the different areas of the United States (e.g., Appalachian folk music, Nashville country, Southwest Indian, New Orleans jazz, etc.).Discuss the role of diverse musical influences in the formation of an American national identity and how music was and is used for work, entertainment, celebration, praise, healing, courting, storytelling, dancing, etc.Describe how personal and educational

			experiences and cultural background enhance or limit appreciation and understanding of different styles of music.
4.4			<p>Compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.</p> <ul style="list-style-type: none"> • Compare and contrast songs from two musical cultures represented within the United States and discuss how the use of different musical elements are manipulated to evoke feeling and mood. • Discover universal musical techniques used by composers and performers from different cultures to elicit emotional responses.
<p>5.0 Connections, Relationships, Applications Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers <i>Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.</i></p>			
	6 th Grade	7 th Grade	8 th Grade
5.1	<p>Describe how knowledge of music connects to learning in other subject areas.</p> <ul style="list-style-type: none"> • Identify ways music connects to math (e.g., rhythm, patterns, form, etc.). • Identify ways in which music-reading skills connect to literacy (e.g., decoding, scanning, chunking, etc.). • Identify ways in which music composition is similar to writing in literacy (e.g., musical phrases and sentences, form and essay structure, thematic development and character development, etc.). • Identify ways in which music connects to art (e.g., focal point, texture, contour, patterns, retrograde/reverse patterns, etc.). 	<p>Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.</p> <ul style="list-style-type: none"> • Discuss the following terms shared by the arts and other disciplines: dynamics, space, texture, pattern, color, contrast, mood, line, phrase, improvisation, articulation, balance, composition, form, genre, theme, and volume. 	<p>Compare in two or more arts forms how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.</p> <ul style="list-style-type: none"> • Investigate ways in which artists use similar sources of inspiration to create a unique work of art as a form of expression (e.g., nature, joy, tragic event, literature, setting, personal experience, etc.).

<p>5.2</p>	<p>Identify career pathways in music.</p> <ul style="list-style-type: none"> • Discuss preparation needed for the following identified music professions: music teacher, music merchant, performing artist, composer/arranger, and music business and technology. 	<p>Identify and describe how music functions in the media and entertainment industries.</p> <ul style="list-style-type: none"> • Research, identify, and discuss the use of music in film, television, radio, stage, musical theater, concerts, and in advertising. • Discuss and write how music creates mood and purpose to support media and entertainment industries (e.g., listen to a commercial and identify what is being advertised and how music is used). • Compare and contrast the use of live and recorded music in the media and entertainment industry. 	<p>Describe how music is composed and adapted for use in film, video, radio, and television.</p> <ul style="list-style-type: none"> • Identify and discuss the following processes used in composing music for the media: visual cues direct the music in film composition; musical cues often direct the visuals in video and television; auditory cues direct the music and sound effects for radio. • Determine the appropriate music to support a commercial, film clip, or radio spot and explain how the music enhances its effect.
<p>5.3</p>		<p>Identify various careers for musicians in the entertainment industry.</p> <ul style="list-style-type: none"> • Research, identify and discuss the level of education or preparation, salary, time commitment, etc., for the following careers in music: singer, instrumentalist, recording engineer, composer/arranger, and conductor. • Generate a list of music and music-related careers in the entertainment industry. 	<p>Describe the skills necessary for composing and adapting music for use in film, video, radio, and television.</p> <ul style="list-style-type: none"> • Identify what a composer, arranger, performer, recording engineer, and producer do to compose and adapt music for media. • Explore the following musical and non-musical skills used by media composers: music theory, piano and keyboard, music technology (ability to use audio, video and editing equipment), collaboration and networking, business and time management, ability to decode visual cues and meaning of text, etc.