

Music Theory 9 – 12 | MT

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 music theory, application of the new standards will enable teachers to make a clearer delineation and differentiation between standards for performing ensembles and music theory classes. Namely, while Performance may be a component of music theory, Creating, Responding, and Connecting may be more stringently emphasized in music theory than in an ensemble setting.

In addition, while the standards for many of the content areas include grade or level differentiation, this distinction was not applied to 9-12 music theory. As of this writing, there is only one fine-arts requirement at the high school level, implying that students typically take one music theory 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)	1. Select, analyze, interpret 2. Develop and refine 3. Convey meaning through presentation	See grade levels
Create (Cr)	Improvise (3), compose (4)	4. Generate and conceptualize 5. Organize and develop 6. Refine and complete	
Respond (R)	Listen (6), analyze (7)	7. Perceive and analyze artistic work 8. Interpret intent and meaning 9. Apply criteria to evaluate	
Connect (Cn)	Connect (8), historical (9)	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 MT.P1	
Grade Level	Standards
HS	HS.MT.P1.A Select specific passages, sections, or movements in musical works that express personal experiences, moods, visual images, or storylines in various forms.
	HS.MT.P1.B Analyze how the elements of music and compositional techniques of selected works relate to style, function, and context.
	HS.MT.P1.C Develop interpretations of musical works based on an understanding of the elements of music, style, mood, function, and context. Explain and support how the interpretive choices reflect the creators' intent.

DOMAIN: Perform	
Foundation P2 Develop and refine artistic techniques and work for presentation.	
Standard MT.P2	
Grade Level	Standards
HS	HS.MT.P2.A Create rehearsal plans for musical works, identifying the compositional elements, style, and historical or cultural context of the work.
	HS.MT.P2.B Using established criteria, identify the ways in which performances convey the elements of music, style, and mood.
	HS.MT.P2.C Identify, evaluate, and implement strategies for improving the technical and expressive aspects of various works.

DOMAIN: Perform	
Foundation P3 Convey and express meaning through the performance of artistic work.	
Standard MT.P3	
Grade Level	Standards
HS	HS.MT.P3.A Explain how compositions are appropriate for both audience and context and how this will shape future compositions.
	HS.MT.P3.B Share live or recorded performances of original works, and explain how the intent of the music is conveyed.

DOMAIN: Create	
Foundation Cr1 Generate and conceptualize artistic ideas and work.	
Standard MT.Cr1	
Grade Level	Standards
HS	HS.MT.Cr1.A Describe and demonstrate how sounds or musical ideas can be used to represent and express visual images, concepts, texts, or storylines through composing and arranging.
	HS.MT.Cr1.B Identify and describe the development of sounds and/or short musical ideas in drafts of music.

DOMAIN: Create	
Foundation Cr2 Organize and develop artistic ideas and work.	
Standard MT.Cr2	
Grade Level	Standards
HS	HS.MT.Cr2.A Assemble and organize sounds or musical ideas through standard and nontraditional notation.
	HS.MT.Cr2.B Interpret and transcribe simple melodic, rhythmic, and harmonic patterns from sound.

DOMAIN: Create	
Foundation Cr3 Refine and complete artistic work.	
Standard MT.Cr3	
Grade Level	Standards
HS	HS.MT.Cr3.A Identify, describe, and apply appropriate criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
	HS.MT.Cr3.B Share music through the use of notation, performance, or technology. Demonstrate how the elements of music have been employed to realize compositional techniques and expressive intent.

DOMAIN: Respond	
Foundation R1 Perceive and analyze artistic work.	
Standard MT.R1	
Grade Level	Standards
HS	HS.MT.R1.A Analyze the elements of music from written and aural examples relating them to style, mood, and context.
	HS.MT.R1.B Describe how the analysis provides models for personal growth as composer, performer, and/or listener.

DOMAIN: Respond	
Foundation R2 Interpret intent and meaning in artistic work	
Standard MT.R2	
Grade Level	Standards
HS	HS.MT.R2.A Develop and explain interpretations of varied works.
	HS.MT.R2.B Demonstrate an understanding of the composers' intent by citing the use of elements of music compositional techniques and the style/genre of each work.

DOMAIN: Respond	
Foundation R3 Apply criteria to evaluate artistic work.	
Standard MT.R3	
Grade Level	Standards
HS	HS.MT.R3.A Apply appropriate criteria to evaluate musical works and performances.
	HS.MT.R3.B Evaluate the effectiveness of the technical and expressive aspects of notated and aural music and performances. Demonstrate an understanding of music theory, compositional techniques and procedures found within musical works.
	HS.MT.R3.C Describe the ways in which critiquing artistic works and receiving feedback can be applied in the personal creative process.

DOMAIN: Connect	
Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors.	
Standard MT.Cn1	
Grade Level	Standards
HS	HS.MT.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 MT.Cn2

Grade Level	Standards
HS	HS.MT.Cn2.A Demonstrate understanding of relationships between music and the other arts, disciplines, varied contexts, and daily life.
	HS.MT.Cn2.B Through visual and aural examples, analyze and compare music theory and compositional techniques from diverse cultures, time periods and genres.