

Attachment: VAPA/ Content Standards

The following information outlines the content of AVSOMC youth outreach programs as planned for January through March of 2009.

We will be holding our annual music performance competitions in January 2009. Selected competition contestants will be performing at elementary and middle schools in the Antelope Valley in February and March. Competition winners will be performing in concert Saturday, March 28, 2009. Our daytime Youth Concert performances March 26th will feature performances of material by two American Romantic composers: George Whitefield Chadwick's *Euterpe* and Edward MacDowell's First Orchestral Suite. We will also have a performance by one of our competition winners. A quantity of funded Youth Tickets would be designated for the March 28th performance.

Euterpe is known in Greek mythology as one of the nine Muses of Apollo, the muse of music and lyric poetry. Chadwick's *Euterpe* is written in a traditional, formal overture design, but with a distinctly American feel. The overture opens in a mood of dark lamentation, marked by a keening trumpet melody. Little by little the tempo speeds up and tiny figures, sometimes syncopated, turn into a lively Allegro. A sudden pause, a horn chord, and a settling into the new key leads to the second theme: the dark opening theme now sweeter, less somber. Chadwick invents lively interactions of all these materials, with a spirit of wit underlying even the pensive passages. By the time the overture reaches its coda, it is clear that *Euterpe* is an American muse, waving a jaunty farewell to the Old World.

The five movements of MacDowell's First Orchestral Suite's weave expressive melodies designed to evoke images of "A Haunted Forest", "Summer Idyll", "In October", "A Shepherdess Song" and "Forest Spirits". The mysterious and descriptive sounds of a seemingly haunted forest give way to lighter and gentler musical moods, as spirits move beyond the dark of the woods to the light and life of summer days. As the first Chairman of the Music Department at Columbia University, MacDowell was an outspoken advocate for "affiliation of the arts," that is, the importance of the mixing of ideas from all the fine arts as an enriching experience for the creators and the audience. He tried and failed to establish an integrated Fine Arts division at Columbia during his tenure there. To fulfill this dream, in 1907 he and his wife created the MacDowell Colony in Peterborough, New Hampshire, the first artist's colony in the United States. The Colony's artist in residence programs continue to this day.

The following content standards would be applicable to this program:

Visual and Performing Arts: Music Content Standards-

Grades 1-6:

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.

Grade 1:

3.1- Recognize and talk about music and celebrations of the cultures represented in the school population

3.3- Use a personal vocabulary to describe voices, instruments, and music from diverse cultures.

Grade 2:

3.2- Describe music from various cultures

Grade 3:

3.3- Identify differences and commonalities in music from various cultures.

Grade 4:

3.4- Compare musical styles from two or more cultures.

Grade 5:

3.5- Describe the influence of various cultures and historical events on musical forms and styles.

Grade 6:

3.1- Compare music from two or more cultures of the world as to the functions the music serves and the roles of musicians.

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.

Grade 2:

4.4- Respond to a live performance with appropriate audience behavior.

Grade 3:

4.3- Describe how specific musical elements communicate particular ideas or moods in music.

Grade 4:

4.2- Describe the characteristics that make a performance a work of art.

Grade 5:

4.2- Develop and apply appropriate criteria to support personal preferences for specific musical works

Grade 6:

- 4.2- Explain how various aesthetic qualities convey images, feeling or emotion.

Grade 9 thru 12, Proficient

- 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.
 - 3.1- Identify the sources of musical genres, trace the evolution of those genres, and cite well-known musicians associated with them.
- 4.0- Aesthetic Valuing- Responding to, analyzing, and making judgments about works of music:
 - 4.1- Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply those criteria in personal participation in music.
 - 4.2- Evaluate a performance, composition arrangement or improvisation by comparing each with an exemplary model.

English- Language Arts Content Standards

Grades 9-12: Instructors who assign writing assignments in support of this program would be addressing the following English Language content standards:

Reading-

- 1.0- Reading Comprehension (Focus on Informational Materials)
 - 2.5- Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration. (grades 9 and 10)

Writing-

- 1.0- Writing strategies- Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose.

Written and Oral English Language Conventions

- 1.0- Written and oral English language conventions- Students write and speak with a command of standard English conventions