



Bakersfield Symphony Orchestra is pleased to have your students join us for our 2018-19 season through our youth education program called BSO NEXT. BSO NEXT is a donor-based endeavor that exposes local students to live symphonic music by providing them with a free concert experience. Our hope is that such exposure will inspire future musicians and concert-goers and develop the NEXT generation's appreciation for symphonic orchestra music.

The Visual and Performing Arts (VAPA) Standards provide students with experiences in the following areas: Artistic Perception, Creative Expression, Historical and Cultural Context, and Aesthetic Valuing. Many of the young concert-goers' objectives can be found in the VAPA Standards. At the same time, there are many meaningful connections to Common Core State Standards in English Language Arts. Did you know that text is not limited to only the printed word? A painting, photograph or sculpture is text. A scene from a play is text. A dance performance is text. Music is also text. So when BSO NEXT participants attend a concert, they are able to hear text, identify its central ideas and themes, analyze its structure, and cite the evidence in the text.... a melody, an instrument, a stanza, a tempo, a dynamic. In reviewing the Common Core Anchor Standards below, remember that music is text!



Common Core English Language Arts Standards

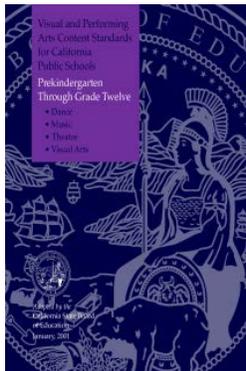
College and Career Readiness (CCR) Anchor Standards for Reading

- Key Ideas and Details
 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCRA. R.1)
 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCRA. R.2)
 - Analyze how and why individuals, events, or ideas develop and interact over the course of a text. (CCRA.R.3)
- Craft and Structure
 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (CCRA. R.4)

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (CCRA. R.5)
- Assess how point of view or purpose shapes the content and style of a text (CCRA. R.6)
- Integration of Knowledge and Ideas
 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (CCRA. R.7)
 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (CCRA. R.8)
 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (CCRA. R.9)
- Range of Reading and Level of Text Complexity
 - Read and comprehend complex literary and informational texts independently and proficiently. (CCRA. R.10)

College and Career Readiness (CCR) Anchor Standards for Speaking and Listening

- Comprehension and Collaboration
 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. (CCRA.SL.1)
 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (CCRA.SL.2)
 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (CCRA.SL.3)
- Presentation of Knowledge and Ideas
 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (CCRA.SL.4)
 - Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation. (CCRA.SL.5)
 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. (CCRA.SL.6)



Visual and Performing Arts (VAPA) Content Standards for California Schools

Selected Standards- for a full view of all VAPA Standards for the State of California go to www.cde.ca.gov/.../vpastandards.pdf

Kindergarten

K.5.2 - Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.

1st Grade

1.1.3 - Identify common instruments visually and aurally in a variety of music.

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

1.4.2 - Describe how ideas or moods are communicated through music.

1.5.1 - Recognize and explain how people respond to their world through music.

1.5.2 - Describe how the performance of songs and dances improves after practice and rehearsal.

2nd Grade

2.1.3 - Identify ascending/descending melody and even/uneven rhythm patterns in selected pieces of music.

2.1.4 - Identify simple musical forms, emphasizing verse/refrain, AB, ABA.

2.1.5 - Identify visually and aurally individual wind, string, brass, and percussion instruments used in a variety of music.

2.3.1 Identify the uses of specific music in daily or special events.

2.3.3 Describe music from various cultures.

2.4.1 Use the terminology of music in discussing individual preferences for specific music.

2.4.3 Identify how musical elements communicate ideas or moods.

2.4.4 Respond to a live performance with appropriate audience behavior.

2.5.1 Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).

2.5.2 Identify and discuss who composes and performs music.

3rd Grade

3.1.3 Identify melody, rhythm, harmony, timbre in selected pieces of music when presented aurally.

3.1.4 Identify visually and aurally the four families of orchestral instruments and male and female adult voices.

3.1.5 Describe the way in which sound is produced on various instruments.

3.1.6 Identify simple musical forms

3.3.1 Identify the uses of music in various cultures and time periods.

3.3.4 Identify differences and commonalities in music from various cultures.

3.4.1 Select and use specific criteria in make judgments about the quality of a musical performance.

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

3.5.1 Identify the use of similar elements in music and other art forms (e.g., form, pattern, rhythm.)

3.5.2 Identify what musicians and composers do to create music.

4th Grade

- 4.1.4 Describe music according to its elements, using the terminology of music.
- 4.1.5 Classify how a variety of instruments from diverse cultures produce sound (e.g., idiophone, aerophone, chardophone, membranophone.)
- 4.1.6 Recognize and describe aural examples of musical forms, including rondo.
- 4.3.1 Explain the relationship between music and events in history.
- 4.3.2 Identify music from diverse cultures and time periods.
- 4.3.4 Compare musical styles from two or more cultures.
- 4.3.5 Recognize the influence of various cultures on music in California.
- 4.4.1 Use specific criteria when judging the relative quality of musical performances.
- 4.4.2 Describe the characteristics that make a performance a work of art.
- 4.5.1 Identify and interpret expressive characteristics in works of art and music.

5th Grade

- 5.1.4 Analyze the use of music elements in aural examples from various genres and cultures.
- 5.1.5 Identify vocal and instrumental ensembles from a variety of genres and cultures.
- 5.1.6 Identify and describe music forms, including theme and variations and twelve-bar blues.
- 5.3.1 Describe the social functions of a variety of music forms from various cultures and time periods (e.g., folk songs, dances).
- 5.3.2 Identify different or similar uses of musical elements in music from diverse cultures.
- 5.3.4 Describe the influence of various cultures and historical events on musical forms and styles.
- 5.3.5 Describe the influences of various cultures on the music of the United States.
- 5.4.1 Identify and analyze differences in tempo and dynamics in contrasting music selections.
- 5.4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works.
- 5.5.1 Explain the role of music in community events.
- 5.5.2 Identify ways in which the music professions are similar to or different from one another.

6th Grade

- 6.1.5 Analyze and compare the use of musical elements representing various genres and cultures, emphasizing meter and rhythm.
- 6.1.6 Describe larger music forms (sonata-allegro form, concerto, theme and variations).
- 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.
- 6.3.3 Describe distinguishing characteristics of representative musical genres and styles from two or more cultures.
- 6.3.4 Listen to, describe, and perform music of various styles from a variety of cultures.
- 6.3.5 Classify by style and genre a number of exemplary musical works and explain the characteristics that make each work exemplary.
- 6.4.1 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.
- 6.4.2 Explain how various aesthetic qualities convey images, feeling, or emotion.
- 6.4.3 Identify aesthetic qualities in a specific musical work.
- 6.5.1 Describe how knowledge of music connects to learning in other subject areas.
- 6.5.2 Identify career pathways in music.

7th Grade

- 7.1.5 Analyze and compare the use of musical elements representing various genres, styles, and cultures, emphasizing tonality and intervals.
- 7.1.6 Describe larger musical forms (e.g. canon, fugue, suite, ballet, opera, oratorio).

- 7.3.1 Compare music from various cultures as to some of the functions music serves and the roles of musicians.
- 7.3.3 Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.
- 7.3.5 Identify instruments from a variety of cultures visually and aurally.
- 7.3.6 Classify by style and genre exemplary musical works and explain the characteristics that make each work exemplary.
- 7.4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions.
- 7.4.2 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.
- 7.5.1 Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.
- 7.5.3 Identify various careers for musicians in the entertainment industry.

8th Grade

- 8.1.5 Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.
- 8.1.6 Describe larger musical forms (e.g., symphony, tone poem).
- 8.1.7 Explain how musical elements are used to create specific music events in given aural examples.
- 8.3.1 Compare and contrast the functions music serves and the place of musicians in society in various cultures.
- 8.3.2 Identify and explain the influences of various cultures on music in early United States history.
- 8.3.3 Explain how music has reflected social functions and changing ideas and values.
- 8.3.4 Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.
- 8.3.6 Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.
- 8.4.1 Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.
- 8.4.2 Apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others.
- 8.4.3 Explain how and why people use and respond to specific music from different musical cultures found in the United States.
- 8.4.4 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.

Grades 9 through 12 - Proficient

- 1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
- 1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
- 3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
- 3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.
- 3.3 Describe the differences between styles in traditional folk genres within the United States.
- 3.4 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

- 4.1 Develop specific criteria for making informed critical evaluation of the quality and effectiveness of performances, compositions, arrangements, and improvisation by comparing each with an exemplary model.
- 4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.
- 5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- 5.2 Analyze the role and function of music in radio, television, and advertising.

Grades 9 through 12 - Advanced

- 1.4 Analyze and describe significant musical events perceived and remembered in a given aural example.
- 1.5 Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.
- 1.6 Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.
- 3.1 Analyze how the roles of musicians and composers have changed or remained the same throughout history.
- 3.2 Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).
- 3.3 Compare and contrast the social function of a variety of music forms in various cultures and time periods.