

a-g MUSIC A & B

COURSE TITLE/ TRANSCRIPT CODE

a-g Music A 7R9936

a-g Music B 7R9937

COURSE DESCRIPTION

This music course is designed to help students develop a capacity for critical listening and appreciation for the various musical styles. Students will be exposed to key concepts, musical examples, biographical figures and styles of music history across a broad range of periods and genres.

Completion fulfills 10 credits towards meeting the required 10 credit California Visual and Performing Art (VAPA) Requirement for California high school students.

PREREQUISITES: None

REQUIRED TEXTBOOK: MUSIC! ITS ROLE AND IMPORTANCE IN OUR LIVES; 2006; Glencoe McGraw-Hill

SUPPLEMENTAL INSTRUCTIONAL MATERIALS: Student will need access to an instrument of choice.

COURSE PURPOSE

Students will

- develop a capacity for critical listening and appreciation for a wide range of music.
- develop their ability to express themselves musically.
- appreciate musical achievements.
- be exposed to key concepts, musical examples, biographical figures and styles of music history across a broad range of periods and genres.
- actively participate in music-related activities and develop a means of self expression.
- explore aesthetics as well as music-related technology and careers in music.
- recognize the role of music throughout history and among world cultures.
- gain skills to analyze and make informed judgments about musicians and their work, as well as their own work and that of their peers
- develop creative thinking skills.
- explore a wide variety of music styles.

COURSE OUTLINE

Course content includes:

Music! ... An Expression of Who We Are

- Pleasure of Music: A unique record of our humanity, music and the individual, family and musical identity, the global reach of music
- Music as a Culture: Music cultures and instrumental timbres, musical categories, traditional music cultures, popular music cultures, classical music cultures
- Experiencing Music: Listening to music, how we experience music, performing music alone, performing

music together, critiquing music, musical artistry in schools

- CA State Content Standards addressed:

1.1P, 1.2P, 1.4P, 1.4A, 1.6P, 1.6A, 2.1P, 2.4P, 2.4A, 2.5P, 2.6P, 2.6A, 3.1A, 3.1P, 3.2P, 3.3A, 3.3P, 3.4P, 3.4A, 3.5A, 3.8A, 4.2A, 4.3P, 4.3A, 5.1A, 5.1P, 5.2P, 5.3P, 5.3A

Music! . . . An Invitation to Move

- Find the Beat, Feel the Rhythm: What are rhythm, accent, and meter?, metrical patterns and melodic rhythms, rhythms in everyday life, syncopation, creative rhythms

- Rhythms that Dance: Dance traditions in America, classical dance: from ballet to Broadway, popular dances, let's go dancing!

1.1P, 1.2A, 1.2P, 1.4P, 1.4A, 1.5P, 1.5A, 2.4P, 2.4A, 2.5P, 2.5A, 2.6P, 2.6A, 3.1A, 3.1P, 3.2P, 3.3A, 3.3P, 3.4P, 3.4A, 3.5P, 3.5A, 3.6A, 3.7A, 3.8A, 4.2A, 4.3A, 5.1A, 5.1P, 5.2P, 5.3P, 5.3A

Music! . . . To Let Us Create

- Vocal Music: The voice as musical instrument, voices in your school community, the art of vocal performance

- Making Musical Decisions: Music compositions: Integrating musical elements, the decision-making skills of the arranger, theme and variations, converting the classics for popular appeal, musical decisions in performing for others

- Musical creators: Composers and songwriters, American masters, new directions

1.1P, 1.3A, 1.3P, 1.4P, 1.4A, 1.5P, 1.5A, 1.6P, 1.6A, 2.4P, 2.4A, 2.5P, 2.5A, 2.6P, 2.6A, 2.7P, 3.1A, 3.1P, 3.2P, 3.3A, 3.3P, 3.4P, 3.4A, 3.5P, 3.5A, 3.6A, 3.7A, 4.2A, 4.3P, 4.3A, 4.4P, 5.1A, 5.1P, 5.3A

Music! . . . To Understand Life's Meaning

- Love and Romance: Music celebrating love, longing for love, lost love

- Sacred Music: Religious traditions of Aboriginal peoples, Asian religious traditions, Middle Eastern and European religious traditions

- Ceremony and Celebration: National anthems, legacy and tradition, milestones and recognition, festivals

- Condolences and commemoration: A nation remembers, a community mourns, individual voices

1.1P, 1.2P, 1.4P, 1.4A, 1.5P, 1.5A, 1.6P, 1.6A, 2.1A, 2.1P, 2.2P, 2.2A, 2.3A, 2.3P, 2.4P, 2.4A, 2.5P, 2.5A, 2.6P, 2.6A, 2.7P, 3.1A, 3.1P, 3.2P, 3.3A, 3.3P, 3.4P, 3.4A, 3.5P, 3.5A, 3.6A, 3.7A, 3.8A, 4.2A, 4.3P, 4.3A, 4.4P, 5.1A, 5.1P, 5.2P, 5.2A, 5.3P, 5.3A

Music! . . . To Tell the Story of Our Lives

- Opera and Beyond: Introduction to opera (La Boheme), Rent - celebrating Bohemia a century later

- Musical Theatre: An introduction to musical theatre, Les Miserables

- Music in Film: The history of film, music enhances the drama, music gives film continuity, the process of scoring a film

1.1P, 1.4P, 1.4A, 1.5P, 1.5A, 1.6P, 1.6A, 2.1P, 2.4P, 2.4A, 2.6P, 2.6A, 2.7P, 2.7A, 3.1A, 3.1P, 3.2P, 3.3A, 3.3P, 3.4P, 3.4A, 3.5P, 3.5A, 3.6A, 3.7A, 3.8A, 4.2A, 4.3A, 4.4P, 5.1A, 5.1P, 5.2P, 5.3A

Music! . . . to Chronicle History

- Medieval, Renaissance, and Baroque Music: The foundation of western classical music, the Renaissance,

the early Baroque period, the late Baroque period

- The Classical and Romantic Periods: Music of the classical period, spanning historical periods: Ludwig van Beethoven, the Romantic Period, nationalism in music

- Twentieth-Century Classical Music: Impressionism and expressionism in music, nationalist music and world influences, mid-century innovations in music composition, late-twentieth-century music

1.1P, 1.1A, 1.3A, 1.3P, 1.4P, 1.4A, 1.5P, 1.5A, 1.6P, 1.6A, 2.1A, 2.1P, 2.4P, 2.4A, 2.6P, 2.6A, 2.7P, 2.7A, 3.1A, 3.1P, 3.2P, 3.2P, 3.3A, 3.4P, 3.4A, 3.5P, 3.5A, 3.6A, 3.7A, 3.8A, 4.2A, 4.3A, 5.1A, 5.1P, 5.2P, 5.3A

Music! . . . To Characterize the Age

- Music in Political and Social Movements: Social protest and the struggle for racial equality, resisting apartheid in south Africa, political protest as a means to social change, protesting war, the environmental movement

- Creating with Technology: Creating with evolving technology, creating new music out of old music, making/ marketing/ acquiring music, creating new roles for musicians

- New Dimensions in Music: visual dimensions of music, urban dimensions of music, commercial dimensions of music, the music of our world

CA State Standards: 1.1P, 1.2P, 1.4P, 1.4A, 1.5P, 1.5A, 1.6P, 1.6A, 2.1P, 2.4P, 2.5P, 2.5A, 2.6A, 2.7P, 2.7A, 3.1P, 3.1A, 3.2P, 3.3A, 3.3P, 3.4P, 3.4A, 3.5P, 3.5A, 3.6A, 3.7A, 3.8A, 4.2A, 4.3P, 4.4P, 5.1A, 5.1P, 5.2P, 5.3P, 5.3A

KEY ASSIGNMENTS

Key Assignments include, but are not limited to, the following:

END OF CHAPTER QUESTIONS

Students will respond to questions at the end of each chapter.

Samples questions from Chapter 1 follow:

Building Vocabulary:

-- beat, call and response, canon, clave, form, melody, pitch

On a sheet of paper write the term from the list that best matches each description below:

1. A musical form where parts enter at different times but have the same melody throughout; 2. A steady recurring pulse; 3. The highness or lowness of sound determined by its frequency of vibration; etc.

Reviewing Music Facts

-- Respond to the following in complete sentences: List some ways that music enhances our lives; Compare and contrast the Bach and Marsalis families. Why are they known as "musical dynasties"?; How does globalization affect today's music?; Name some styles of music that use the clave.

Think Critically: Respond to the following in complete sentences:

-- Defend or refute the statement: "Music is a universal language".

If you were asked to add one piece of music to the Voyager time capsule, what would you choose? Why would this piece be a good addition?

Making Curriculum Connections:

-- Using reliable online resources, research the Voyager mission. Trace the nearly 30-year journey of the voyager spacecrafts. Where are Voyager 1 and 2 now? How has the mission been extended? What messages are they currently sending back to NASA?

Create a collage or an original artwork (drawing, painting, sculpture) that illustrates your personal preferences in music.

MUSIC LESSONS/ PRACTICE: Students will participate in a minimum of 36 hours of documented music classes/ lessons/ practice studio time per semester. (Documentation will include class name, date, number of hours attended, and the concepts learned at each class/ session)

MUSIC JOURNAL: Students will keep a Music Journal. In their Music Journal, students will enter written responses to music listened to throughout each semester. Students should spend a minimum of one/hour/week in their response to music activities. It is required that a variety of music styles are represented (classical, folk, jazz, rock n roll, hip hop, R & B, Latin, classical, etc.). Music listening venues can include tapes, CD's, the internet, live performances, etc. Journal entries must include responses to music from different cultures and countries of the world. Entries are to include, but not be limited to, the following: date recorded in journal, basic music terminology, name of musicians, musical styles, form and genre. Responses can be described in a variety of formats (i.e.: drawings, paintings, poems, short stories, etc.) but are to include visual images the music created in their mind, memorable features of the music, and comparisons/ contrast to other types of music. Students must also include their thoughts about what they believe the musician was trying to convey through their music. It is important that students' entries demonstrate effort and thoughtfulness

ATTENDANCE AT LIVE MUSIC PERFORMANCE - Students are required to attend a minimum of two live musical performances (one per semester). The choice of performance must be preapproved by the Education Specialist (ES) &/or Subject Matter Expert (SME). This project includes a critique about the performances attended. The critique is to include, but not be limited to, the following: name of performance, location, date, description of the student's experience using appropriate music vocabulary, identification of the elements and the principles of music (melody, rhythm, dynamics, and musical texture) and the emotional and expressive qualities of the performance experienced at the performance.

RESEARCH PAPER - Students are required to write 2 four-page minimum research papers (one per semester).

-- **SEMESTER ONE:** Students will research a specific time in music history (i.e.- Baroque, Classical, Romantique, Modern). The research paper is to define the time period, style and composers of the period; use basic music terminology when describing musical elements of the time period; discuss information about the instruments that were used and how were they made. Students will also include information about how the musician's work was affected by what was going on historically and culturally during that time period. The emotionally expressive qualities of music during that time period should also be addressed.

-- **SEMESTER TWO:** Students will research a master composer from 1600 - present (i.e.- Bach, Haydn, Stravinsky, Bartok, Chopin, etc.) The research paper is to identify the composer and discuss a minimum of 2 compositions created by the musician. Students will discuss what was going on in the world when the compositions were created (historically, culturally, etc.) and if the compositions fit well into that time period; apply basic music terminology when describing the elements of music of the composers; explore what the composer was trying to communicate in his/her music; explain if the selected composition a good

representation of the composers work.

STUDENT PRESENTATIONS - Students will participate in a minimum of one music demonstration, performance, or recital each semester. The presentation must be reviewed in a live &/or taped format by the Education Specialist &/or Subject Matter Expert (SME). A written student critique is to accompany each presentation. The critique will include information about the selected piece(s) presented as well as a self evaluation.

INSTRUCTIONAL METHODS AND/OR STRATEGIES

Instructional methods include, but are not limited to, the following:

Direct Instruction

Teacher demonstration

Guided practice

Multimedia presentations

Discussion

Research projects

Student-directed personal study utilizing Text resources and internet research

Student presentations

Regular access to a Subject Matter Expert (SME)

ASSESSMENT METHODS AND/OR TOOLS

Students' progress will be assessed through a variety and/or combination of methods. The methods available include, but are not limited to, the following:

Regular review of work by Education Specialist (credentialed teacher) and Subject Matter Expert (SME)

Observations of and discussions with students

Student demonstrations/ presentations

Student work samples

Student writing assignments

Portfolios

Participation

Final projects

ARTISTIC PERCEPTION

Through completion of required assignments, students will demonstrate knowledge of basic music terminology.

Students will identify the elements of music (beat/rhythm, expression, form, harmony, melody, notation, pitch, texture, timbre/tone color)

CREATIVE EXPRESSION

Through completed coursework, students will demonstrate their basic knowledge of related technologies, processes and techniques to produce music.

Students will listen to and appreciate a musical work for its full range of technical and expressive properties

HISTORICAL AND CULTURAL CONTEXT

Through completion of required assignments, students will demonstrate their awareness of the historical, cultural and societal role of music and musicians.

Students will read and write about the role of music in current times and various cultures.

AESTHETIC VALUING

Through completed coursework, students will demonstrate their ability to think critically about music as a cultural product, personal endeavor and a social activity.

Students will reflect on and evaluate music by using a variety of criteria and techniques to assess the technical, conceptual and aesthetic aspects of music.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

Through completion of required assignments, students will demonstrate their ability to compare the world of music with other creative disciplines.

Students will explore career possibilities in the field of music.