I. Course Name: Music Appreciation I

II. Prerequisites: none

III. Graduation Outcomes Addressed:
   1. Written Expression
   2. Research
   3. Problem Solving
   4. Use of Technology
   5. Creative Expression
   6. Critical Reading
   7. Independent Learners
   8. Critical Stance/Persuasive Argument
   9. Cultural Awareness

IV. Course Essential Questions:
   Am I able to respond to music with regard to visual, aural and non-aural stimuli?
   How accurately can I analyze, interpret and discuss artistic and musical examples using
   standard vocabulary and expression symbols?
   How can I communicate music ideas effectively using instruments and basic art supplies?

V. State Standards Addressed:

Content Standard 2 Music Performance: Instrumental - Students will play, alone and with
others, a varied repertoire of instrumental music.

Educational experiences in grades 9-12 will assure that students:
   a. perform with expression and technical accuracy a large and varied repertoire of instrumental
      literature with a level of difficulty of 4, on a scale of 1 to 6
   b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
   c. perform in small ensembles with one student on a part

Content Standard 3 Music: Improvisation - Students will improvise melodies, variations and
accompaniments.

Educational experiences in grades 9-12 will assure that students:
   a. improvise stylistically appropriate harmonizing parts
   b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in
      major and minor keys
   c. improvise original melodies over given chord progressions, each in a consistent style, meter
      and tonality

Content Standard 4 Music: Composition - Students will compose and arrange music.

Educational experiences in grades 9-12 will assure that students:
   a. compose music in several distinct styles, demonstrating creativity in using the elements of
      music for expressive effect
   b. arrange pieces for voices or instruments other than those for which the pieces were written in
      ways that preserve or enhance the expressive effect of the music
c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources

**Content Standard 5 Music: Notation** - Students will read and notate music.

Educational experiences in grades 9-12 will assure that students:

a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
b. sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

**Content Standard 6 Music: Analysis** - Students will listen to, describe and analyze music.

Educational experiences in grades 9-12 will assure that students:

a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
b. demonstrate extensive knowledge of the technical vocabulary of music
c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

**Content Standard 7 Music: Evaluation** - Students will evaluate music and music performances.

Educational experiences in grades 9-12 will assure that students:

a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music
b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

**Content Standard 8 Music: Connections** - Students will make connections between music, other disciplines and daily life.

Educational experiences in grades 9-12 will assure that students:

a. explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples
b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
d. apply music knowledge and skills to solve problems relevant to a variety of careers
Content Standard 9 Music: History And Cultures - Students will understand music in relation to history and culture.

Educational experiences in grades 9-12 will assure that students:

a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
b. identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them
c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances

VI. Course Units:

Unit I – Elements of Music – current events (6 Blocks)
Essential Question: How do the basic elements of music define aesthetic value of a piece?
Essential Understanding: Students will learn about proper terminology and the basic structure of art and music.
Analysis
Vocabulary
Application to discussion and writing
Interpretation

Unit II – Principles of Music – the Blues and Depression era (7 Blocks)
Essential Question: How accurately can I analyze, interpret and create art and music examples using standard vocabulary and expression symbols?
Essential Understanding: Students will understand the techniques and processes of creating visual or musical art.
Principles of design
Principles of music
Interpretation
Analysis
Music Reading

Unit III – Judgment of Arts – the early Rock period (6 Blocks)
Essential Question: What makes a piece of art worthwhile?
Essential Understanding: Students will understand the definitions of valuable art in terms of its societal influence.
Historical background
Written evaluation
Connection between arts and society

Unit IV- Music Creation – Rock, Protest music, Soul and R&B (7 Blocks)
**Essential Question:** How do note relationships affect the sound produced?

**Essential Understanding:** The various sounds two notes make when played together is determined by their vertical distance on the staff, and how rhythms form the basis of music with regard to its overall structure in terms of horizontal distance on the staff.

Whole, half, quarter, eighth and sixteenth note combinations
Ostinato development
Aural stimulus
Application to time signatures
Common intervals
Basic Composition

**Unit V – Art Creation – Heavy Metal, R&B to Hip Hop and Dance (7 Blocks)**

**Essential Question:** How accurately can I create a work of art using terminology discussed?

**Essential Understanding:** Students will apply vocabulary knowledge to artistic creation.

Elements
Principles
Aesthetic consideration
Aural stimulus

**Unit VI – Final Project – the 90’s lead to 21st Century and Electronica (7 Blocks)**

**Essential Question:** Am I able to create, perform and respond to music and art with regard to visual, aural and non-aural stimuli?

**Essential Understanding:** Students will create a game incorporating all course concepts.

Powerpoint construction
Game rules
Visual stimulus
Aural stimulus

**VII. Skills and Knowledge:**

As a result of Music Appreciation I, students will know/be able to:

- identify fundamental music notation and expression symbols, describe their meaning and function, and demonstrate their use in selected music examples and original compositions. (Music 5a, 5b)
- identify major or minor modes through aural dictation. (Music 6a-c)
- analyze rhythmic patterns of whole, half, quarter, eighth, and sixteenth, notes/rests, using both written notation and aural dictation. (Music 4, 5, 6)
- create and express compositions in simple duple meter. (Music 5a, 5b)
• evaluate major/minor chords found in common progressions. (Music 4, 5, 6, 7)
• create original compositions using specific criteria as well as original musical ideas. (Music 4, 5, 6)
• describe the historical context of the foundations of musical language. (Music 9)
• use specific and accepted target language to discuss elements and principles of music (Music 6, 7, 8, 9)

VIII. Assessment Evidence:
Projects and digital portfolios
Creating original compositions
Authentic performance tasks evaluated through rubric
Tests and quizzes
Homework and class work evaluated through checklist
Aural analysis
Singing and dictation presentations