

MUSIC APPRECIATION CURRICULUM

GRADES 9-12

2004

**MUSIC APPRECIATION
GRADE 9 - 12**

COURSE DESCRIPTION:

This elective survey course will explore a wide variety of musical styles, forms, composers, instruments and performers. Students will acquire the vocabulary, concepts, theory and history necessary to critique music in an intelligent manner. Students will develop skills in analyzing, listening, performing and creating music in order to gain an understanding of, and respect for, the role and importance of music in their lives. These skills will aid the student in: responding emotionally and intelligently to a range of music representative of many styles and cultures; understanding the social uses of music and valuing music accordingly; recognizing music as an important marker of its time and culture; developing knowledge, understanding and respect for superlative human musical achievements, and; acquiring an overview of their own musical heritage, including the importance of music in all cultures.

CORE CURRICULUM CONTENT STANDARDS:

STANDARD 1.1 (AESTHETICS) ALL STUDENTS WILL USE AESTHETIC KNOWLEDGE IN THE CREATION OF AND IN RESPONSE TO DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: The arts strengthen our appreciation of the world, as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and visual art enhances these abilities. Through experience in the arts, students develop the capacity to perceive and respond imaginatively to works of art. These experiences result in knowledge of forms of artistic expression and in the ability to draw personal meaning from works of art. Key skills necessary to an understanding of aesthetics include the abilities to identify arts elements within a work to articulate informed emotional responses to works of art, to engage in cultural reflection, and to communicate through the use of metaphor and critical evaluation. Aesthetics involves the following key understandings: appreciation and interpretation; stimulating imagination; the value and significance of the arts; art as object; the creation of art; developing a process of valuing; and acquaintance with aesthetic philosophies.

STANDARD 1.2 (CREATION AND PERFORMANCE) ALL STUDENTS WILL UTILIZE THOSE SKILLS, MEDIA, METHODS, AND TECHNOLOGIES APPROPRIATE TO EACH ART FORM IN THE CREATION, PERFORMANCE, AND PRESENTATION OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: Through developing products and performances in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of the tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, and fingering of musical instruments. Active participation in the arts is essential to deep understanding of the imaginative and creative processes of the arts as they relate to the self and others. Involvement in the presentational aspects of art and art making also leads to awareness and understanding of arts-related careers.

STANDARD 1.3 (ELEMENTS AND PRINCIPLES) ALL STUDENTS WILL DEMONSTRATE AN UNDERSTANDING OF THE ELEMENTS AND PRINCIPLES OF DANCE, MUSIC, THEATER, AND VISUAL ART.

Descriptive Statement: In order to understand the visual and performing arts, students must discover the elements and principles both unique and common to dance, music, theater, and the visual arts. The elements, such as color, line, shape, form and rhythm, time, space and energy, are the basis for the creation of works of art. An understanding of these elements and practice of the principles ensure the strengthening of inter-disciplinary relationships with all content area curricula and their applications in daily life.

STANDARD 1.4 (CRITIQUE) ALL STUDENTS WILL DEVELOP, APPLY AND REFLECT UPON KNOWLEDGE OF THE PROCESS OF CRITIQUE.

Descriptive Statement: Through the informed criticism of works of art, students will develop a process by which they will observe, describe, analyze, interpret and evaluate artistic expression and quality in both their own artistic creation and in the work of others. Through this critical process, students will arrive at informed judgments of the relative artistic and aesthetic merits of the work examined.

STANDARD 1.5 (HISTORY/CULTURE) ALL STUDENTS WILL UNDERSTAND AND ANALYZE THE ROLE, DEVELOPMENT, AND CONTINUING INFLUENCE OF THE ARTS IN RELATION TO WORLD CULTURES, HISTORY, AND SOCIETY.

Descriptive Statement: In order to become culturally literate, students need to understand the historical, societal, and multicultural aspects and implications of dance, music, theater, and visual art. This includes understanding how the arts and cultures continue to influence each other.

CUMULATIVE PROGRESS INDICATORS:

STANDARD 1.1 (AESTHETICS)

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Knowledge

1. Formulate responses to fundamental elements within an art form, based on observation, using the domain-specific terminology of that art form.
2. Discern the value of works of art, based on historical significance, craftsmanship, cultural context, and originality using appropriate domain specific terminology.
3. Determine how historical responses affect the evolution of various artistic styles, trends and movements in art forms from classicism to post-modernism.

B. Skills

1. Compose specific and metaphoric cultural messages in works of art, using contemporary methodologies.
2. Formulate a personal philosophy or individual statement on the meaning(s) of art.

STANDARD 1.2 (CREATION AND PERFORMANCE)

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

1. Sing or play musical works from different genres with expression and technical accuracy.
2. Analyze original or prepared musical scores and demonstrate how the elements of music are manipulated.
3. Improvise or compose melodies, stylistically appropriate harmonizing parts and rhythmic accompaniments using a chosen system of notation.
4. Arrange simple pieces for voices or instruments using a variety of traditional and nontraditional sound sources and electronic media.
5. Outline a variety of pathways and the requisite training for careers in music.

STANDARD 1.3 (ELEMENTS AND PRINCIPLES)

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

1. Evaluate a diversity of musical works to discern similarities and differences in how the elements of music have been utilized.
2. Synthesize knowledge of the elements of music.
3. Identify how the elements of music are utilized in a variety of careers.

STANDARD 1.4 (CRITIQUE)

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Knowledge

1. Examine the artwork from a variety of historical periods in both western and non-western culture(s).
2. Categorize the artistic subject, the formal structure, and the principal elements of art used in exemplary works of art.
3. Determine the influence of tradition on arts experience, as an arts creator, performer, and consumer.

B. Skills

1. Develop criteria for evaluating art in a specific domain and use the criteria to evaluate one's personal work and that of their peers, using positive commentary for critique.
2. Provide examples of how critique may affect the creation and/or modification of an existing or new work of art.

STANDARD 1.5 (HISTORY/CULTURE)

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Knowledge

1. Parallel historical events and artistic development found in dance, music, theater, and

visual art.

2. Summarize and reflect upon how various art forms and cultural resources preserve cultural heritage and influence contemporary art.

B. Skills

1. Evaluate the impact of innovations in the arts from various historical periods in works of dance, music, theater, and visual art stylistically representative of the times.

2. Compare and contrast the stylistic characteristics of a given historical period through dance, music, theater, and visual art.

SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:

STANDARD 1.1 AESTHETICS

Students will have the opportunity to: study music specific terminology through reading and discussion and learn how to apply it to music analyzed in class; study different musical instruments; individually and collaboratively assess the personal value of works of music taking into account historical and cultural factors; individually and collaboratively research various time periods and cultures to determine how music reflects these factors.

STANDARD 1.2 CREATION AND PERFORMANCE

Students will have the opportunity to: listen to music from various cultures, styles and eras, and clap the rhythms and sing the melodies representative of that style of music; compose simple rhythms and melodies in a specific style as assigned; play their instrument to demonstrate various musical styles (as appropriate); contact music professionals to research careers in music and the training required to be successful in these careers.

STANDARD 1.3 ELEMENTS AND PRINCIPLES

Students will have the opportunity to: study the elements of music through reading and listening; listen to works and analyze scores to determine similarities and differences in melody, harmony, rhythm, timbre and form; study different musical instruments and what roles these instruments play with regards to the elements of music; research different careers to determine which elements of music are used within each.

STANDARD 1.4 CRITIQUE

Students will have the opportunity to: study and listen to Western and non-Western music from varying historical periods; listen to music to determine the underlying motivation for creating it or the idea it is trying to convey; individually and collaboratively research famous musicians and the performance practices during the time periods they were active to determine how they either upheld or broke away from traditional ideals; positively critique music brought in by or performed by members of the class using appropriate music terminology.

STANDARD 1.5 HISTORY/CULTURE

Students will have the opportunity to: listen to music representative of different cultures and historical eras to determine what makes each unique; study the cultures and/or eras as a whole to determine how music interacts with other art forms and events of historical significance; study the history of music innovations and discuss how these innovations have influenced the art form; study music in other genres of the arts (film, ballet, etc) and discuss how each impacts the other.

INSTRUCTIONAL STRATEGIES:

Instructional strategies may include but are not limited to:

Independent research; collaborative and individual projects and class work; oral presentations; listening to music/watching musical performances and responding in a written, oral and/or pictorial format; attending live performances both as a class and individually for the purpose of critiquing and analyzing the event; internet research, projects and activities.

EVALUATION/ASSESSMENT OF STUDENTS:

Students will be evaluated/assessed based upon the following criteria:

Completion of homework assignments, completion of in-class assignments, appropriate and intelligent class participation, written quizzes and tests, listening quizzes and tests, individual and/or group oral presentations, individual and/or group projects, concert and/or performance attendance.

Marking period grades will be computed using the following formula:

Performance Attendance:	10%
Class Participation:	20%
Projects/Homework:	30%
Tests/Quizzes:	40%

EVALUATION/ASSESSMENT OF CURRICULUM:

This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).

RESOURCES/BIBLIOGRAPHY:

This course may include information from the following books:

Copland, Aaron. *What to Listen for in Music*. New York: Signet Classic, 2002.

Fowler, Charles, Timothy Gerber, and Vincent Lawrence. *Music! It's Role and Importance in our Lives*. New York: Glencoe McGraw-Hill, 2000.

Grout, Donald J., and Claude Palisca. *A History of Western Music*. 4th ed. New York: W. W. Norton & Company, 1988.

Kamien, Roger. *Music: An Appreciation*. 8th ed. New York: McGraw-Hill, 2004.

Pendergast, Roy M. *Film Music: A Neglected Art*. 2nd ed. New York: W. W. Norton & Company, 1992.

Ross, Cynthia Meyers, and Karen Meyers Stangl. *The Music Teachers Book of Lists*. Parker Publishing Company, 1994.

Other books may include but are not limited to: music history texts, music appreciation texts, biographies of composers, performers, conductors, or performing groups, or histories of various styles and/or time periods in music.

Students taking this course may view the following videos in part or in whole:

Amadeus

Bird

Classic Rodgers and Hammerstein Musicals

Elements of Jazz

The Famous Composers Video Series

The Great American Songbook

Ken Burns Jazz

The Nutcracker

Opera Hits

Our Musical Heritage

Rent

Song of the Earth with David Attenborough

Stephen Foster: America's First Great Songwriter

You're The Top: The Cole Porter Story

West Side Story

Other videos may include but are not limited to: performances of an opera, concert, musical, or ballet mentioned in the books or videos listed above; videos of a biographical nature discussing any composer, performer, or prominent musical figure or musical style mentioned in the books or videos listed above; films of an appropriate rating with scores mentioned in the books or videos listed above.

Students taking this course may listen to the following recordings in part or in whole:

CD Program to accompany *Music! It's Role and Importance in Our Lives*

CD Program to accompany *Music: An Appreciation*

Other listening examples may include but are not limited to: recordings from any composer, opera, musical, musical group, film or ballet mentioned in the books or videos listed above; recordings representing any musical style mentioned in the books or videos listed above.