

Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE

Course Title: Music Appreciation	Course Number: A5633
Department: Music	Grade(s): 9-12
Level(s): Academic	Credit: .5
Course Description: This music course is designed to increase awareness, appreciation and skill in listening to, responding to, and analyzing a variety of music. Students will trace the development of Western music genres from their beginnings to present day through the exploration of composers' lives, and the historical and social contexts of the times.	
Required Instructional Materials Textbook – to be selected CD player and VHS/DVD player Television Access to LCD projector CDs, VHS tapes, DVDs	Completion/Revision Date Approved by Board of Education on December 19, 2005.

Mission Statement of the Curriculum Management Team

The mission of the Art and Music Curriculum Management Team is to ensure that the K-12 curriculum provides educational experiences that foster creative expression, develops the full range of students' abilities in music and the visual arts, and develops in students the ability to make informed aesthetic choices. The Wallingford graduate will possess an appreciation of the importance of the arts in relation to history, cultures, and our society.

Enduring Understandings for the Course

- Music is a universal language that expresses human experiences and values.
- Music is organized sound
- Musical form is the overall layout of a musical work as a whole.
- The combination of music elements creates aesthetics and expression in music.
 - Texture is the layering of sounds on top of each other.
 - Layering two or more simultaneous sounds creates harmony.
 - Rhythm is the most basic concept of music.
 - The main idea of most musical compositions is expressed through the melody.
 - Dynamics describes how loud or soft a note is played.
 - Timbre is the color of a sound.
 - The tempo of music is its pacing
- All music has value even if it differs from an individual's musical preferences.
- Each musical era is influenced by the period that preceded it
- The combination of music elements creates aesthetics in music.
- Music expands understanding of the world, its people, and one's self.
- History and culture influence music.
- Music is embedded in all aspects of life.

LEARNING STRAND

1.0 Music Literacy: Listening, Responding, and Analyzing

NOTE: This learning strand will be taught through the integration of the other learning strands and serve as means for developing the understanding of the various musical styles and genres. This learning strand is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

- Music is a universal language that expresses human experiences and values.
- Music is organized sound.
- Musical form is the overall layout of a musical work as a whole.
- The combination of music elements creates aesthetics and expression in music.
 - Texture is the layering of sounds on top of each other.
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 - Rhythm is the most basic concept of music.
 - The main idea of most musical compositions is expressed through the melody.
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 - The tempo of music is its pacing
- All music has value even if it differs from an individual's musical preferences.
- Each musical era is influenced by the period that preceded it

ESSENTIAL QUESTIONS

- How does music communicate?
- How is personal preference of music developed?
- Why should we respect music if we don't like the way it sounds?
- How does the structure of a musical piece create its order and clarity?
- What determines a style of music?
- Is there good and bad music?
- How does music elicit emotion?
- How can influences of past eras be identified in a piece of music?
- How do I recognize the elements of music in a specific piece?
- How does the combination of the elements of music influence my response to a piece?

LEARNING OBJECTIVES *The students will :*

- 1.1 Listen attentively, critically, purposefully and responsibly.
- 1.2 Identify the sounds of musical instruments and voices.
- 1.3 Explain how the distinctive characteristics of specific instruments affect a composition.
- 1.4 Analyze the form of a given musical composition.
- 1.5 Distinguish between absolute and program music.
- 1.6 Explain personal musical preferences using appropriate music terminology.
- 1.7 Use established criteria to analyze a musical piece.
- 1.8 Describe the development of the modern day orchestra.
- 1.9 Understand the relationships between music, the other arts and disciplines outside the arts.
- 1.10 Understand how music can be applied to other disciplines, careers, or daily life.

SUGGESTED INSTRUCTIONAL MATERIALS

- Books:
 - *Classical Music for Dummies*, David Pogue, Scott Speck and Glenn Dicterow
 - *Leonard Bernstein's Young People Concerts*
 - *Lectionary of Music*, Nicolas Slonimsky
 - *Inside Music: How to Understand, Listen to and Enjoy Good Music*, Karl Haas
 - *The Enjoyment of Music*, Joseph Machlis and Kristine Forney.
 - David W. Barber books :
 - *A Musician's Dictionary*
 - *Tenors, Tantrums and Trills*
 - *Bach, Beethoven and the Boys*.
- Reference books
 - *Norton Concise Encyclopedia of Music*, edited by Stanley Sadie
 - *Grove's Dictionary of Music and Musicians*.
 - *Webster's New World Dictionary of Music*, Nicolas Slonimsky

- Videos
 - *What Is Music?*
 - *How To Attend A Concert.*
 - *Music: the Science Show*
 - *Young Person's Guide to the Orchestra*
 - *The Score: Classical Music Appreciation through Listening.*
 - *Marsalis on Music Series*
 - *Leonard Bernstein's Young People's Concerts*

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
- Listening
- Mapping visual representations of musical forms
- Class discussion
- Cooperative learning
- Group project
- Field trip
- Guest Speaker
- Discussions of videos and recordings
- Have students doodle, sketch, and/or free write while listening to a piece of music
- Listening log
- Personal responses to musical piece
- Create a movie scenario for a musical piece, movement or section

SUGGESTED ASSESSMENT METHODS

- Quizzes and tests
- Journals
- Projects
- Oral presentations
- Writing assignments
- Teacher observation of group activity
- Homework
- Participation
- Self-evaluation
- Rubrics

LEARNING STRAND

2.0 The Baroque Era

ENDURING UNDERSTANDING(S)

- Music is a universal language that expresses human experiences and values.
- The combination of music elements creates aesthetics in music.
- Music expands understanding of the world, its people, and one's self.
- History and culture influence music.
- Music is embedded in all aspects of life.

ESSENTIAL QUESTIONS

- How do music and history influence each other?
- In what ways do people use music to describe their experiences?
- What can the musical compositions of a period tell us about that time?
- How does one musical style influence another?
- Why is music such an integral part of the human experience?

LEARNING OBJECTIVES *The students will:*

- 2.1 Interpret musical pieces in terms of cultural and historical context and purpose.
- 2.2 Identify the historical, cultural, and aesthetic influences upon the music of the period
- 2.3 Analyze musical pieces in terms of form
 - chamber music
 - church music
 - concerto
 - opera
 - oratorio
- 2.4 Reflect on a musical composition to make judgments about its meaning and quality.
- 2.5 Identify the instrumentation specific to the era.
- 2.6 Recognize the works of key composers from the era including:
 - Bach
 - Vivaldi
 - Handel
- 2.7 Explore connections between the composers' lives, their music and the era in which they lived.

SUGGESTED INSTRUCTIONAL MATERIALS

- Assorted CDs, including:
 - *Tocatta and Fugue in D Minor*
 - *The Four Seasons*
 - *Messiah*
- Books:
 - *Classical Music for Dummies*, David Pogue, Scott Speck and Glenn Dicterow
 - *Leonard Bernstein's Young People Concerts*
 - *Lectionary of Music*, Nicolas Slonimsky
 - *Inside Music: How to Understand, Listen to and Enjoy Good Music*, Karl Haas
 - *The Enjoyment of Music*, Joseph Machlis and Kristine Forney
 - David W. Barber books :
 - 1) *A Musician's Dictionary*
 - 2) *When the Fat Lady Sings*
 - 3) *If it Ain't Baroque*
 - 4) *Getting a Handel on Messiah*
 - 5) *Tenors, Tantrums and Trills*
 - 6) *Bach, Beethoven and the Boys*.
- Reference books:
 - *Norton Concise Encyclopedia of Music*, edited by Stanley Sadie
 - *Grove's Dictionary of Music and Musicians*.
 - *Webster's New World Dictionary of Music*, Nicolas Slonimsky
- Videos or DVDs:
 - *Young Person's Guide to the Orchestra*
 - *The Score: Classical Music Appreciation through Listening*.
 - *Marsalis on Music Series*
 - *Leonard Bernstein's Young People's Concerts*

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
- Listening
- Reading assignments
- Class discussion
- Cooperative learning
- Compare and contrast two pieces from the same era
- Oral presentations
- Group projects
- Field trips
- Guest speaker
- Team teaching
- Discussions of videos and recordings
- Research
- Connect literature pieces from English classes to corresponding music compositions
- Writing
- PowerPoint presentations
- Have students doodle, sketch, and/or free write while listening to a piece of music
- Listening log
- Personal responses to musical piece
- Create a movie scenario for a musical piece, movement or section

SUGGESTED ASSESSMENTS

- Quizzes and tests
- Journals
- Listening log
- Projects
- Oral presentations
- Writing assignments
- Teacher observation of group activity
- Homework
- Participation
- Rubrics
- Analysis of musical form

LEARNING STRAND

3.0 The Classical Period

ENDURING UNDERSTANDING(S).

- Music is a universal language that expresses human experiences and values.
- The combination of musical elements creates aesthetics in music.
- Music expands understanding of the world, its people, and one's self.
- History and culture influence music.
- Music is embedded in all aspects of life.

ESSENTIAL QUESTIONS

- How do music and history influence each other?
- In what ways have people used music to describe their experiences?
- What can the musical compositions of a period tell us about that time?
- How does one musical style influence another?
- Why is music such an integral part of the human experience?
- What inspires someone to create a piece of music?

LEARNING OBJECTIVES *The students will :*

- 3.1 Interpret musical pieces in terms of cultural and historical context and purpose.
- 3.2 Identify the historical, cultural, and aesthetic influences upon the music of the period.
- 3.3 Analyze musical pieces in terms of form
 - chamber music
 - the symphony
 - church music
 - concerto
 - opera
- 3.4 Reflect on a musical composition to make judgments about its meaning and quality.
- 3.5 Identify the instrumentation specific to the era.
- 3.6 Recognize the works of key composers from the era including:
 - Haydn
 - Mozart
 - Beethoven
- 3.7 Explore connections between the composers' lives, their music and the era in which they lived.

SUGGESTED INSTRUCTIONAL MATERIALS

- Assorted CDs, including the following:
 - *Surprise Symphony*
 - *Eine Kleine Nacht Musik*
 - *Symphony No. 5*
 - *Marriage of Figaro*
- Books:
 - *Classical Music for Dummies*, David Pogue, Scott Speck and Glenn Dicterow
 - *Leonard Bernstein's Young People Concerts*
 - *Lectionary of Music*, Nicolas Slonimsky
 - *The Enjoyment of Music*, Joseph Machlis and Kristine Forney.
 - David W. Barber books :
 - *A Musician's Dictionary*
 - *When the Fat Lady Sings*
 - *Tenors, Tantrums and Trills*
 - *Bach, Beethoven and the Boys.*
- Reference books:
 - *Norton Concise Encyclopedia of Music*, edited by Stanley Sadie
 - *Grove's Dictionary of Music and Musicians.*
 - *Webster's New World Dictionary of Music*, Nicolas Slonimsky
- Videos or DVDs:
 - *Young Person's Guide to the Orchestra*
 - *The Score: Classical Music Appreciation through Listening.*
 - *Marsalis on Music Series*
 - *Leonard Bernstein's Young People's Concerts*

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
- Listening
- Reading/writing assignments
- Class discussion
- Cooperative learning
- Compare and contrast two pieces from the same era
- Oral presentations
- Group projects
- Field trips
- Guest speaker
- Team teaching
- Discussions of videos and recordings
- Research
- Connect literature pieces from English classes to corresponding music compositions
- PowerPoint presentations
- Have students doodle, sketch, and/or free write while listening to a piece of music
- Listening log
- Personal responses to musical piece
- Create a movie scenario for a musical piece, movement or section

SUGGESTED ASSESSMENTS

- Quizzes and tests
- Journals
- Listening log
- Projects
- Oral Presentations
- Writing assignments
- Teacher observation of group activity
- Homework
- Participation
- Rubrics
- Analysis of musical form

LEARNING STRAND

4.0 Romantic Era

ENDURING UNDERSTANDING(S)

- Music expresses human experiences and values
- The combination of musical elements creates aesthetics in music.
- Music expands understanding of the world, its people, and one's self.
- History and culture influence music.
- Music is embedded in all aspects of life.

ESSENTIAL QUESTIONS

- How do music and history influence each other?
- In what ways have people used music to describe their experiences?
- What can the musical compositions of a period tell us about that time?
- How does one musical style influence another?
- Why is music such an integral part of the human experience?
- What inspires someone to create a piece of music?

LEARNING OBJECTIVES *The students will :*

- 4.1 Examine the cultural or historical significance of specific pieces of music.
- 4.2 Interpret musical pieces in terms of cultural and historical context and purpose.
- 4.3 Identify the historical, cultural, and aesthetic influences upon the music of the period.
- 4.4 Analyze musical pieces in terms of form
 - chamber music
 - the symphony
 - church music
 - concerto
 - opera
- 4.5 Reflect on a musical composition to make judgments about its meaning and quality.
- 4.6 Identify the instrumentation specific to the era.
- 4.7 Recognize the works of key composers from the era, such as
 - Beethoven
 - Mendelssohn
 - Tchaikovsky
 - Rossini
 - Chopin
 - Liszt
- 4.8 Explore connections between the composers' lives, their music and the eras in which they lived.

SUGGESTED INSTRUCTIONAL MATERIALS

- Assorted CDs, including the following:
 - *A Midsummer's Night Dream*
 - *Romeo and Juliet*
 - *1812 Overture*
 - *Barber of Seville*
 - Chopin piano works
 - Hungarian Rhapsody
- Books:
 - *Classical Music for Dummies*, David Pogue, Scott Speck and Glenn Dicterow
 - *Leonard Bernstein's Young People Concerts*
 - *Lectionary of Music*, Nicolas Slonimsky
 - *Inside Music: How to Understand, Listen to and Enjoy Good Music*, Karl Haas
 - *The Enjoyment of Music*, Joseph Machlis and Kristine Forney
 - David W. Barber books :
 - *A Musician's Dictionary*
 - *When the Fat Lady Sings*
 - *Tenors, Tantrums and Trills*
 - *Bach, Beethoven and the Boys*
- Reference books:
 - *Norton Concise Encyclopedia of Music*, edited by Stanley Sadie
 - *Grove's Dictionary of Music and Musicians*.
 - *Webster's New World Dictionary of Music*, Nicolas Slonimsky
- Videos and DVDs:
 - *Young Person's Guide to the Orchestra*
 - *The Score: Classical Music Appreciation through Listening*.
 - *Marsalis on Music Series*
 - *Leonard Bernstein's Young People's Concerts*

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
- Listening
- Reading/writing assignments
- Class discussion
- Cooperative learning
- Compare and contrast two pieces from the same era
- Oral presentations
- Group projects
- Field trip
- Guest speaker
- Team teach
- Discussions of videos and recordings
- Research
- Connect literature pieces from English classes to corresponding music compositions
- PowerPoint presentations
- Have students doodle, sketch, and/or free write while listening to a piece of music
- Listening log
- Personal responses to musical piece
- Create a movie scenario for a musical piece, movement or section

SUGGESTED ASSESSMENTS

- Quizzes and tests
- Journals
- Listening log
- Projects
- Oral presentations
- Writing assignments
- Teacher observation of group activity
- Homework
- Participation
- Rubrics
- Analysis of musical form

LEARNING STRAND

5.0 Twentieth Century Music/Modern Music

ENDURING UNDERSTANDING(S)

- Music expresses human experiences and values
- The combination of musical elements creates aesthetics in music.
- Music expands understanding of the world, its people, and one's self.
- History and culture influence music.
- Music is embedded in all aspects of life.

ESSENTIAL QUESTIONS

- How do music and history influence each other?
- In what ways have people used music to describe their experiences?
- What can the musical compositions of a period tell us about that time?
- How does one musical style influence another?
- Why is music such an integral part of the human experience?
- What inspires someone to create a piece of music?

LEARNING OBJECTIVES *The students will :*

- 5.1 Examine the cultural or historical significance of specific pieces of music.
- 5.2 Interpret musical pieces in terms of cultural and historical context and purpose.
- 5.3 Identify the historical, cultural, and aesthetic influences upon the music of the period.
- 5.4 Analyze musical pieces in terms of form.
- 5.5 Reflect on a musical composition to make judgments about its meaning and quality.
- 5.6 Identify the instrumentation specific to the era.
- 5.7 Recognize the works of key composers from the era, such as
 - Rachmaninoff
 - Stravinsky
 - Schoenberg
 - Shostakovich
 - Debussy
 - John Cage
 - Charles Ives
 - Carl Orff
 - Aaron Copland
- 5.8 Explore connections between the composers' lives, their music and the era in which they lived.
- 5.9 Discuss the influence of technology and the media on music and the listening audience.
- 5.10 Explore and analyze the various genres of the era, such as
 - Minimalism
 - Neo-classicism
 - Electronic
 - Serialism
 - Jazz
 - Musical Theatre
 - Soundtracks

SUGGESTED INSTRUCTIONAL MATERIALS

- Assorted CDs, including the following:
 - *Piano Concerto No. 2*
 - *The Rite of Spring*
 - *Twelve-tone music of Schoenberg*
 - *Piano Quintet – Shostakovich*
 - *La Mer*
 - *4'33"*
 - *Three Places In New England*
 - *Carmina Burana*
 - *Appalachian Spring*
- Books:
 - *Classical Music for Dummies*, David Pogue, Scott Speck and Glenn Dicterow
 - *Leonard Bernstein's Young People Concerts*
 - *Lectionary of Music*, Nicolas Slonimsky
 - *Inside Music: How to Understand, Listen to and Enjoy Good Music*, Karl Haas
 - *American Experimental Music 1890-1940*, David Nicholls
 - *The Enjoyment of Music*, Joseph Machlis and Kristine Forney.
 - David W. Barber books :
 - *A Musician's Dictionary*
 - *When the Fat Lady Sings*
 - *Tenors, Tantrums and Trills*
 - *Bach, Beethoven and the Boys.*
- Reference books:
 - *Norton Concise Encyclopedia of Music*, edited by Stanley Sadie
 - *Grove's Dictionary of Music and Musicians.*
 - *Webster's New World Dictionary of Music*, Nicolas Slonimsky
- Videos and DVDs::
 - *Young Person's Guide to the Orchestra*

- American popular music
- Folk music
- Rock
- New Age

5.11 Explore how technology has affected the ethics of the music industry

- *The Score: Classical Music Appreciation through Listening.*
- *Marsalis on Music Series*
- *Leonard Bernstein's Young People's Concerts*
- *John Cage I Have Nothing to Say and I Am Saying It, American Masters*
- *West Side Story*
- *VH1 History of Rock and Roll*

SUGGESTED INSTRUCTIONAL STRATEGIES

- Lecture
- Listening
- Reading/writing assignments
- Class discussion
- Cooperative learning
- Compare and contrast two pieces from the same era
- Oral presentations
- Group projects
- Field trips
- Guest speaker
- Team teach
- Discussions of videos and recordings
- Research
- Connect literature pieces from English classes to corresponding music compositions
- PowerPoint presentations
- Have students doodle, sketch, and/or free write while listening to a piece of music
- Listening log
- Personal responses to musical piece
- Create a movie scenario for a musical piece, movement or section

SUGGESTED ASSESSMENTS

- Quizzes and tests
- Journals
- Listening log
- Projects
- Oral presentations
- Writing assignments
- Teacher observation of group activity
- Homework
- Participation
- Rubrics
- Analysis of musical structure