

Course of Study for: Music History

Course Title: Music History	Curricular Area: Music
Course Number: VPA098- Sem.1 / VPA099- Sem.2	Department: Visual & Performing Arts
Grade Level: 9-12	Length: One Year
Prerequisite: NONE	Credits: Ten (10)
Meets a UC a-g Requirement: F- Visual/Perf. Arts	Meets NCAA Requirement: No
CTE Course Sequence: N/A	Articulated Course: No

Course Description

Music History is a year-long course designed to introduce students to a variety of musical styles and the historical and cultural contexts in which these styles evolved. Students will study styles ranging from classical to modern pop music. Analysis, listening, and writing skills will be developed within this course.

Alignment

This course is aligned with the California Content Standards for Visual and Performing Arts: Music (Adopted May 2005) and the Visual and Performing Arts Framework for California Public Schools (Adopted January 2004).

These documents can be found at www.cde.ca.gov/ci/vp/cf

General Goals and Requirements of Course

Students are expected to attain the Proficient” level of skills in the California Content Standards: Music. This includes the areas of Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, and Applications. Students will be expected to actively participate in listening exercises, class discussions, written assignments, and a minimum of one research project.

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Instructional Materials

Student Textbook: The Enjoyment of Music- 10th Edition (Shorter Version)
Machlis & Forney
Publisher: W. W. Norton
Copyright: 2008
ISBN #: 978-0-393-17420-5

Instructor's Resource Manual: ISBN# 978-0-393-92892-1

Supplemental/Reference Materials for Teacher and Students

Edition Packages:
The Enjoyment of Music – 10th Edition (Shorter Version) +
Student Resource DVD + Norton Recordings (4 DVDS)
ISBN#-10: 0-393-17421-2
ISBN#-13: 978-0-393-17421-2

<http://www.wwnorton.com>

<http://www.nortonebooks.com>

Exit Criteria

<u>Activities</u>	<u>Percentages</u>
In-Class Assignments	25%
Lab Assignments/Homework	25%
Unit Exams	30%
Research Paper(s)/Projects	<u>20%</u>
	100%

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Course Grades:

Grades for the Music History course will be cumulative over the two quarters. A progress report will be provided at weeks 9-10 and grades will continue to be computed until the semester end. At semester end, percentages for grades will be computed as follows:

A	=>	90 – 100%
B	=>	80 – 89%
C	=>	70 – 79%
D	=>	60 – 69%
F	=>	0 – 59%

Development Team

Ryan Duckworth, Choir Teacher-Bloomington High School
Dr. Luis Gonzalez, Band Teacher- Bloomington High School
Julia Nichols, Director Curriculum & Instruction (9-12)

This course of study was updated in June, 2009

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Pacing Guide

Fall, Semester 1

UNIT 1: Principals of Sound & Acoustics

Week 1-3

Standards:

Artistic Perception:

- 1.2 - Transcribe simple songs when presented aurally into melodic and rhythmic notation.
(Level of Difficulty: 1 on a scale of 1-6)
- 1.3 - Sight-read music accurately and expressively
(Level of difficulty: 3 on a scale of 1-6)

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

Creative Expression

- 2.2 – Sing music written in three or four parts with and without accompaniment.
- 2.3 – Sing in small ensembles, with one performer for each part.
- 2.9 – Improvise harmonizing parts, using an appropriate style

Connections, Relations, Applications

- 5.2 – Analyze the role and function of music in radio, television, and advertising.
- 5.3 – Research musical careers in radio, television, and advertising

UNIT 2: Describing Music

Weeks 4-5

Standards:

Artistic Perception:

- 1.3 – Analyze and describe the use of musical elements and expressive devices in aural examples in a varied repertoire of music representing diverse genres, styles, cultures.
- 1.4 – Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangement, or improvisation by comparing each with an exemplary model.
- 4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

Historical & Cultural context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.

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UNIT 3: Musical Instruments

Weeks 6-9

Standards:

Artistic Perception:

- 1.1- Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 4.2 - Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 4.4 – Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

Historical & Cultural context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Creative Expression

- 2.5 – Perform on an instrument in small ensembles, with one performer for each part.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.

UNIT 4: Musical Periods: Antiquity

Week 10-12

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 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.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

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UNIT 5: Musical Periods: Medieval

Weeks 13-15

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 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.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

UNIT 6: Musical Periods: Renaissance/ Semester Exam

Weeks 16-18

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 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.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.

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Spring, Semester 2

UNIT 7: World Music Traditions

Weeks 19-20

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 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.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

UNIT 8: Musical Periods: Baroque

Weeks 21-22

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 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.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

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UNIT 9: Musical Periods: Romantic

Weeks 23-25

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 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.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

UNIT 10: Musical Periods: Classical

Weeks 26-28

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 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.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

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UNIT 11: Musical Periods: Nationalism

Weeks 29-31

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 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.

Historical & Cultural Context

- 3.2 – Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts

UNIT 12: Musical Periods: 20th Century American

Weeks 32-34

Standards:

Artistic Perception:

- 1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

- 4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.
- 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.

Historical & Cultural Context

- 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.
- 3.3 – Describe the differences between styles in traditional folk genres within the United States.

Connections, Relations, Applications

- 5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive

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ways in the various arts

UNIT 12: Comparison studies/ Final projects/ Final Exam
Standards:

Weeks 35-36

Artistic Perception:

1.6 – Analyze the use of form in a varied repertoire of music representing diverse genres styles, and cultures.

Aesthetic Valuing

4.1 – Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, or improvisation and apply those criteria in personal participation in music.

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.

Historical & Cultural Context

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.

Connections, Relations, Applications

5.1 – Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts