

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Music Appreciation

Course Number: 074000

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Music Appreciation. Unit 1: Sound and Musical Instruments.</p>	<p>Unit Summary: The content of Music Appreciation provides students with an understanding of musical elements; musical instruments and performers; how music, instruments, and the arts reflect and help us better understand the following characteristics of society such as culture, religion, technology, military, science, environment, economics, and communication.</p>
<p>Grade Level(s): 9-12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How do I understand and interpret music I am listening to? 2. How do I discuss music in an educated manner? 3. What instrument(s) do I hear and see? Where did it come from? How does it work? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Music has many forms and functions, and is created in many different ways. We can identify what part of the world, or what historical period a piece of music is from by listening for certain unique characteristics and trends. 2. Developing an essential vocabulary of musical terms and other arts-related terms will enable us to express our thoughts, ideas, and emotions in a clear and concise manner. <p>NJCCCS: 1.1.8.B.1-2; 1.3.8.B.1-4</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Listen, research, write, and discuss major historical and cultural events that influenced and inspired American music in the last 50 years.	1. VPA.1.2.8.A.2-3
2. Identify and distinguish between a single melody line, a single melody line with harmonic accompaniment, a progression of chords, or a combination of melody and harmony.	2. VPA.1.1.12.B.1-2 3. VPA.1.4.12.A.1
3. Listen to musical selections representative of a variety of Western and non-Western cultures to identify common and unique implementation of the elements of music.	4. VPA.1.4.12.B.1
4. Identify by sight and sound instruments of the string, woodwind, brass, percussion, and electronic families of instruments, as well as, voice parts.	5. VPA.1.2.12.A.1
5. Analyze major historical events and technological innovations that parallel the development of new musical forms, and examine how these forms evolved.	6. VPA.1.2.12.A.2
6. Summarize ways that new technology has impacted how music is accessed, used by, and marketed to the general public.	7. VPA.1.3.8.B.3
7. Understanding of Disciplines-specific arts terminology is a component of music literacy.	8. VPA.1.1.8.B.4
8. Improvisation is a compositional device that is dependent on understanding the elements of music as well as stylistic nuances of historical eras and genres of music.	

Inter-Disciplinary Connections:

Language Arts

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.1 - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.2 - [Anchor Standard] - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LA.9-10.CCSS.ELA-Literacy.CCRA.SL.6 - [Anchor Standard] - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Science

CI.HS-PS4-5 - [Performance Expectation] - Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

Social Studies

SOC.6.1.12 - [Standard] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

World Languages

WL.7.1.NM.A.1 - [Cumulative Progress Indicator] - Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information and other sources related to targeted themes.

WL.7.1.NM.A.2 - [Cumulative Progress Indicator] - Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.

Technology

TEC.9-12.8.1 - [Standard] - All students will use computer applications to gather and organize information and to solve problems.

21st Century Life and Careers

WORK.9-12.9.1.12.B.3 - [Cumulative Progress Indicator] - Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

WORK.9-12.9.1.12.C.5 - [Cumulative Progress Indicator] - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

WORK.9-12.9.1.12.F.2 - [Cumulative Progress Indicator] - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

WORK.9-12.9.1.12.F.3 - [Cumulative Progress Indicator] - Defend the need for intellectual property rights, workers' rights, and workplace safety regulations in the United States and abroad.

WORK.9-12.9.3.12.1 - [Content Statement] - Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.

WORK.9-12.9.3.12.C.4 - [Cumulative Progress Indicator] - Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

WORK.9-12.9.3.12.C.5 - [Cumulative Progress Indicator] - Identify transferable skills in career choices and design alternative career plans based on those skills.

WORK.9-12.9.3.12.C.6 - [Cumulative Progress Indicator] - Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

Students will engage with the following text:

Teacher-generated note sheets and study guides. YouTube Videos.

Resources:

Music! Its Role and Music in Our Lives. DeGraffenreid, Fowler, Gerber, and Lawrence

Introduction to Contemporary Music. Machlis

Career Opportunities in the Music Industry. Shelly Field

Paths to Musical Thought. Gould

Strange Sounds. Mark Brend

Students will write:

- 1. Critiques of musical performances.**
- 2. Reflections on trends in music.**
- 3. Classroom notes.**
- 4. Basic musical notation.**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

The following units are suggested, and are subject to length, order, and depth depending upon the expertise of the teacher, and emphasis the teacher wishes to place on a particular class.

Sub-Unit 1. Sound Production and measurement.

Topics include (but not limited to) vibration, frequency, amplitude, timbre, and hearing. Students will engage in measuring decibels with a phone app, and charting data.

Sub-Unit 2. Foundations of Music.

Topics include (but not limited to) Rhythm, melody, harmony, notation, and form. Students will engage in clapping simple rhythms, identifying hi/low pitches, identifying texture, and writing basic music notation on a staff. Form will be compared to literary form.

Sub-Unit 3. Stringed Instruments.

Topics include (but not limited to) Violin, Viola, Cello, Bass, Guitar, banjo, Mandolin, Ukulele, Dulcimer and Sitar.

Students will engage in live demonstration, recorded examples by notable performers, and the opportunity to play an instrument.

Sub-Unit 4. Woodwind Instruments.

Topics include (but not limited to) Flute, Clarinet, oboe, bassoon and saxophone families.

Students will engage in live demonstration, recorded examples by notable performers, and the opportunity to play an instrument.

Sub-Unit 5. Brass Instruments.

Topics include (but not limited to) Trumpet, Horn, Trombone and Tuba families.

Students will engage in live demonstration, recorded examples by notable performers, and the opportunity to play an instrument.

Sub-Unit 6. Percussion Instruments.

Topics include (but not limited to) Pitched mallet, battery, and trap instrument families.

Students will engage in live demonstration, recorded examples by notable performers, and the opportunity to play an instrument.

Sub-Unit 7. Keyboard and Electronic Instruments.

Topics include (but not limited to) Harpsicord, organ, piano and synthesizer families.

Students will engage in live demonstration, recorded examples by notable performers, and the opportunity to play an instrument.

PART IV: EVIDENCE OF LEARNING
IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Oral quizzes.
 - Homework (individual)
 - Daily participation
- *These assessments will mostly require students to Remember, Understand, and Apply.

Summative Assessments:

- Compare and Contrast stylistic elements.
 - Create compositional methods
 - Evaluate live and recorded performances
- *These assessments will mostly require students to Apply, Analyze, and Evaluate.

Accommodations/Modifications applicable to Formative and Summative Assessments:

- Extra time for tests & quizzes.
- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.
- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Provide a list of words as answers for fill in the blank questions.
- Eliminate one of the choices in multiple-choice items.
- Allow additional time for classwork and tests.
- Give the test to the student alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.

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Course Name: Music Appreciation

Course Number: 074000

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Music Appreciation. Unit 2: Classical Music History.</p>	<p>Unit Summary: The content of Music Appreciation provides students with an understanding of musical elements; music of the various historical periods; musical instruments and performers; how music, and the arts reflect and help us better understand the following characteristics of society such as culture, religion, technology, military, science, environment, economics, and communication.</p>
<p>Grade Level(s): 9-12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How do I understand and interpret music I am listening to? 2. How do I discuss music in an educated manner? 3. What significance did certain pieces of music have throughout history, and can the meaning of these pieces Change? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Music has many forms and functions, and is created in many different ways. We can identify what part of the world, or what historical period a piece of music is from by listening for certain unique characteristics and trends. 2. Developing an essential vocabulary of musical terms and other arts-related terms will enable us to express our thoughts, ideas, and emotions in a clear and concise manner. 3. Music uses various elements to convey the different thoughts and ideas of the composer. Melody, Rhythm, and Harmony are the primary elements. Tempi, dynamics, and musical phrasing work together to form a complete musical idea or interpretation. <p>NJCCCS: 1.1.8.B.1-2; 1.3.8.B.1-4</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
1. Listen, research, write, and discuss major historical and cultural events that influenced and inspired American music in the last 50 years.	1. VPA.1.2.8.A.2-3
2. Identify and distinguish between a single melody line, a single melody line with harmonic accompaniment, a progression of chords, or a combination of melody and harmony.	2. VPA.1.1.12.B.1-2 3. VPA.1.1.12.B.1.2
3. Identify the genre and historical period and culture of various musical selections, using identifying elements such as tempo, rhythm, melody, harmony, and instrumentation.	4. VPA.1.4.12.A.1
4. Listen to musical selections representative of a variety of Western and non-Western cultures to identify common and unique implementation of the elements of music.	5. VPA.1.2.12.A.1 6. VPA.1.2.12.A.2
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Inter-Disciplinary Connections:

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CI.HS-PS4-5 - [Performance Expectation] - Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

Social Studies

SOC.6.1.12 - [Standard] - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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Sub-Unit 8. Pre-History through the Gothic period.

Topics include (but not limited to) Chant, Motet, Sacred vs. Secular, Art and Architecture. Students will engage in active listening and viewing, and identify key stylistic features. Possible video choice(s): Cathedral (PBS)

Sub-Unit 9 The Renaissance Period

Topics include (but not limited to) Mass, DaVinci, Michaelangelo, Discovery Students will engage in active listening and viewing, and identify key stylistic features. Possible video choice(s): The Italian Renaissance (PBS)

Sub-Unit 10. The Baroque Period

Topics include (but not limited to) The music of J.S. Bach and G.F. Handel. Fugue, Oratorio. Students will engage in active listening and viewing, and identify key stylistic features. Possible video choice(s): Toccata and Fugue in D Minor, Messiah.

Sub-Unit 11. The Classical period.

Topics include (but not limited to) Symphony, Concerto, Haydn, and Mozart, Opera, Colonial Music. Students will engage in active listening and viewing, and identify key stylistic features. Possible video choice(s): Amadeus, and the Music of Williamsburg.

Sub-Unit 12. The Romantic period

Topics include (but not limited to) Introduction to modern music, literature and art, Tone Poem, Ballet. Students will engage in active listening and viewing, and identify key stylistic features. Possible video choice(s): Nutcracker or Swan Lake performance

Sub-Unit 13. 20th Century Classical Music

Topics include (but not limited to) Polytonality, Serial Music, Minimalism, and Electronics. Students will engage in active listening and viewing, and identify key stylistic features, and create their own tone row or non-traditional composition. Possible video choice(s): Fantasia (Stravinsky section) STOMP selections.

PART IV: EVIDENCE OF LEARNING

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Course Name: Music Appreciation

Course Number: 074000

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Music Appreciation. Popular Music History.</p>	<p>Unit Summary: The content of Music Appreciation provides students with an understanding of musical elements; music of the various historical periods; musical instruments and performers; how music, instruments, and the arts reflect and help us better understand the following characteristics of society such as culture, religion, technology, military, science, environment, economics, and communication.</p>
<p>Grade Level(s): 9-12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How do I understand and interpret music I am listening to? 2. How do I discuss music in an educated manner? 3. What significance did certain pieces of music have throughout history, and can the meaning of these pieces Change? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Music has many forms and functions, and is created in many different ways. We can identify what part of the world, or what historical period a piece of music is from by listening for certain unique characteristics and trends. 2. Developing an essential vocabulary of musical terms and other arts-related terms will enable us to express our thoughts, ideas, and emotions in a clear and concise manner. 3. Music uses various elements to convey the different thoughts and ideas of the composer. Melody, Rhythm, and Harmony are the primary elements. Tempi, dynamics, and musical phrasing work together to form a complete musical idea or interpretation. <p>NJCCCS: 1.1.8.B.1-2; 1.3.8.B.1-4</p>

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Paths to Musical Thought. Gould

The Rolling Stone Encyclopedia of Rock and Roll. Rolling Stone Editors

The History of Jazz. Ted Gioia

The Musical. Richard Kislak

Students will write:

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4. Basic musical notation.

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Sub-Unit 13 Military and Patriotic Music

Topics include (but not limited to) The function of music in the military. Music careers in the military.

Students will engage in active listening and viewing, and identify key stylistic features.

Possible video choice(s): West Point Band, Navy Electric Brigade, The Army Blues Jazz Band.

Sub-Unit 14 The Origins of Jazz though Dixieland.

Topics include (but not limited to) Improvisation, Ragtime, Prohibition.

Students will engage in active listening and viewing, and identify key stylistic features.

Possible video choice(s): Scott Joplin, Louis Armstrong, New Orleans Dixieland Jazz.

Sub-Unit 15 Tin Pan Alley and the Great American Songbook.

Topics include (but not limited to) Tin Pan Alley, Film and Broadway. Compositional process

Students will engage in active listening and viewing, and identify key stylistic features.

Students will write a comparison essay. GAS vs. current pop ballad.

Possible video choice(s): George Gershwin, Cole Porter, Rogers and Hart.

Sub-Unit 16 Film Music

Topics include (but not limited to) Theme, motif, incidental music, creating a atmosphere.

Students will engage in active listening and viewing, and make a list of favorite themes.

Possible video choice(s): scenes from Robin Hood, Gone with the Wind, Psycho, Jaws.

Sub-Unit 17 Musical Theater

Topics include (but not limited to) Spectacle, Vaudeville, Operetta, Rogers and Hammerstein, Stephen Sondheim, Broadway today.

Students will engage in active listening and viewing, and identify key stylistic features.

Possible video choice(s): Oklahoma, West Side Story, Les Miserable,

Sub-Unit 18 Jazz from the Swing Era to today

Topics include (but not limited to) Big Band, BeBop, Cool, Hard Bop, Fusion, Instrumentation.

Students will engage in active listening and viewing, and identify key stylistic features.

Possible video choice(s): Benny Goodman, Miles Davis, Charlie Parker, Chick Corea, and local artists in the business.

Sub-Unit 19 Rock and Roll

Topics include (but not limited to) Origins, Elvis, Motown, The Beatles, Hard Rock, Folk Rock, Disco, New Wave, Prog Rock, Glam Rock, Metal, Rap.

Students will engage in active listening and viewing, and identify key stylistic features.

Possible video choice(s): Led Zeppelin, Jimi Hendrix, Saturday Night Fever.

Sub-Unit 20 Current Trends in Music

Topics include (but not limited to) Beat box, film music, TV music, Dance Music

Students will engage in active listening and viewing, and identify key stylistic features.

Possible video choice(s): Students will submit examples, and explain to the class why it is good.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Oral quizzes.
- Homework (individual)
- Daily participation

*These assessments will mostly require students to Remember, Understand, and Apply.

Summative Assessments:

- Compare and Contrast stylistic elements.
- Create compositional methods
- Evaluate live and recorded performances

*These assessments will mostly require students to Apply, Analyze, and Evaluate.

Benchmarks & final assessments

Accommodations/Modifications applicable to Formative and Summative Assessments:

- Extra time for tests & quizzes.
- Use of visual aids, such as PowerPoint or Prezi presentations, and Smartboard activities.
- Provide an overview of the content at the beginning of the lesson.
- Introduce new vocabulary before the lesson.
- Provide help for note-taking, such as giving students a copy of overheads, an outline of the lecture, or a diagram.
- Complete tasks to show students what they are to do.
- Break long assignments into parts. Set a separate due date for each part.
- Read directions aloud / Reread or explain the directions of the test if the student needs it.
- Underline or highlight important words in the directions or test items.

- Group questions so that similar kinds of items are together.
- Block matching questions into small groups of four or five items.
- Provide a list of words as answers for fill in the blank questions.
- Eliminate one of the choices in multiple-choice items.
- Allow additional time for classwork and tests.
- Give the test to the student alone or in a small group.
- Let the student take the test in another room where there are no distractions.
- Give students work that can be completed in short periods of time.
- Reinforce positive behaviors for following class rules.
- Preferential seating near area of instruction.
- Extra help during individual or small-group lesson periods, during and after school.