

YOSEMITE HIGH SCHOOL
50200 ROAD 427 - OAKHURST, CA 93644
(559)683-4667

COURSE TITLE: MUSIC APPRECIATION
DEPARTMENT: FINE ARTS

REQUIREMENT SATISFIED:

High School:	X	Model Curriculum Standards:
State College:		Frameworks:
UC Approved:		

GRADE LEVEL: 9-12 LENGTH OF COURSE: 1 Year CREDITS: 10

PREREQUISITE: None required

TEXTBOOKS: A History of Western Music, Donald Jay Grout
Norton Anthology of Western Music, v. 1 & 2

COURSE DESCRIPTION:

This year long course is a study of the development of music from the beginning of recorded history to the present. This will include a study of the basic building blocks of music and they way these elements were developed over time. The study will also include the various styles of music developed throughout history and will explore the reasons for the development of these styles. Finally, students will become familiar with major composers throughout history and the music created by these composers. Students will learn to hear the differences between style periods and composers and will develop a vocabulary with which to describe these differences.

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS:

<u>Assignment</u>	<u>Standards</u>	<u>ESLRS:</u>
<u>Course Content/Objectives:</u>	<u>Addressed:</u>	

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| I. Building blocks of music | 1, 2, 3, 4, 5, 6 | |
| 1. Melody | | |
| 2. Harmony | | |
| 3. Rhythm | | |
| 4. Meter | | |
| 5. Forms | | |
| 6. Instrumental Ensembles | | |
| 7. Vocal Ensembles | | |
| II. Major style epochs of music | 1, 2, 3, 4, 5, 6 | |
| 1. Ancient | | |
| 2. Greek/Roman | | |
| 3. Middle Ages | | |
| A. Chant | | |
| B. Development of polyphonic music | | |
| 1. Notre Dame School including Leonin and Perotin | | |
| C. Developments with notation | | |
| 1. Guido d'Arezzo | | |

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE
LEARNING RESULTS: (Continued)

<u>Assignment</u> <u>Course Content/Objectives:</u>	<u>Standards</u> <u>Addressed:</u>	<u>ESLRS:</u>
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4. Renaissance
 - A. Development of the Motet
 - B. Musica Reservata
 - C. Development of the Madrigal
 - D. The Reformation's effect on Music
 - E. Palestrina
 - F. Gabrielli
5. Baroque
 - A. Development of Major/Minor Tonality
 - B. Development of Opera
 - C. Vivaldi
 - D. Handel
 - E. Bach
6. Classical
 - A. The Symphony
 - B. Haydn
 - C. Mozart
 - D. Beethoven as a transition figure to the Romantic period
7. Romantic
 - A. Shift in values
 - B. The arch-romanticists---Liszt, Berlioz, Wagner
 - C. The classical-romanticists---Schubert, Schumann, Mendellsohn, Brahms
 - D. The art-song
 - E. Romantic Opera
8. 20th Century
 - A. A time of change
 - B. Tonal upheaval
 - C. Nationalism
 - D. Neo-classicism
 - E. Serialism

DISTRICT/STATE CONTENT STANDARDS ADDRESSED:

Visual and Performing Arts - Music (Grades 9-12)

Artistic Perception

1. The student demonstrates an understanding of music by analyzing and interpreting what is presented in the music or performance.
 - 1.1 Students will identify and analyze the elements of music as it relates to quality performance. Music notation utilized in reading and writing music will be identified in its relationship to expression in performance.

Creative Expression

2. The student demonstrates an understanding of the forms and elements of music used to express ideas, feelings, and activities of the musician/performer and composer/arranger.
 - 2.1 Students will express themselves emotionally through a wide variety of ensemble repertoire performances. Students will recognize the technical demands of pitch accuracy, intonation, rhythmic accuracy, dynamics, articulation, phrasing. Students will relate these technical aspects to the emotional impact of musical performance.

Historical and Cultural Context

3. The student demonstrates an understanding of major music traditions and styles from a variety of times and places.
 - 3.1 Students perform and recognize music from differing cultures and eras throughout history. Students recognize musical styles and techniques associated with specific periods of history, cultural characteristics, and traditional heritage.
4. The student demonstrates understanding that music and musicians reflect, play a role in, and influence culture.
 - 4.1 Students will discuss the impact of individual musicians as a reflection of society. Particular historical style periods will be compared to the musical techniques utilized to reflect that cultural impact.

Aesthetic Valuing

5. The student demonstrates an understanding that specific criteria can be developed and used to assess the qualities and merits of musical composition and performance.
 - 5.1 Students will listen to recordings of themselves and other groups. Evaluations will be given based upon technical accuracy, expression, emotional impact, rhythmic incorporation, unified interpretation.
6. The student demonstrates an understanding of structure (how music sounds) and content (what music communicates) in music.
 - 6.1 Students listen to musical works and then relate to its form, style, technical demands, emotional outcome, and intended meaning.

OUTCOMES:

1. Students will demonstrate the ability to identify significant characteristics of music and will use an appropriate vocabulary to describe these characteristics.
2. Students will demonstrate the ability to distinguish music of different style periods and composers and will be able to describe the reasons for their choices.
3. Students will acquire knowledge of the cultural influences that caused music to be developed.
4. Students will integrate this cultural and musical understanding into other academic endeavors.

INSTRUCTIONAL STRATEGIES:

1. Students will create a timeline illustrating the changes in major musical styles from ancient times to the present.
2. Students will analyze the major forms represented in the major styles of music.
3. Students will complete two reports on different styles of music.
4. Students will compare and contrast the two different styles of music studied in assignment #3 and present their findings to the class. Their presentation may be done in any type of creative form such as an interview, a CD-ROM, or a brief drama. Specifics for this assignment will be discussed in depth during class and handouts will be provided to assist with the preparation of this assignment.

All writing assignments are to be screened through Turnitin.com. In addition, each student will be expected to grade another student's work. These will be done confidentially and the student assessment will become a factor in the final grade on the assignment. IB students will assess other IB students' work while non-IB students will assess other non-IB students' work.

ASSESSMENT:

Exams.....	65%
Reports on music styles.....	20%
Comparison of music styles.....	20%
Timeline.....	5%
Attendance/Participation.....	5%
Analysis of major forms.....	10%
Assessment of writing assignments.....	10%

The total % possible will be 100% each semester even though they do not appear to add up to that total in the above table. This is because some assignments will be due each semester while others will be due only in one semester.

Extra Credit---Daily writing:

Whenever we listen to musical examples in class, students should write their reactions/responses to the music. A pattern for this writing will be distributed the first week of class. Students should keep this pattern as a handy reference until it is memorized. Even though this is an extra credit assignment, it should be considered a required one. Each student is expected to write about at least one selection each day.