

Steubenville City Schools Curriculum Guide

Course Name: Music Appreciation

Grades: 9-12

Music, 2015-2016

Instructor: Mrs. Thacker

Communication:

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Course Description: This class will be a year-long exploration of music and musical styles from 500 to Present Day. Attention will be paid to Artistic and Historical aspects of the time periods as well. In addition to historical information; Students will be learning performance procedure while participating in instrumental ensembles. Students are required to in take part in two (2) public performance presentations (ensemble) and one (1) partner presentation during the year long course.

Objectives:

By the end of this course students will be able to:

Cognitive Domain (Thinking)

- Classify types of music and art into broad musical and historical genres.
- Find and present appropriate musical examples for each genre.
- Read and write simple rhythmic notation.
- Compose music for drumming ensemble using specific rhythmic patterns.
- Improvise within specific rhythmic/melodic parameters.

Perceptual Motor Domain (Physical/Learning by Doing)

- Demonstrate proper playing technique
- Understand and demonstrate instrument care, set up, and tear down.
- Perform following a conductor
- Present a formal public performance

Affective Domain (Emotion/Feeling)

- Be sensitive to the social turmoil surrounding compositions and art work of specific eras.

Unit Outline and Objectives

1st 9 weeks-Overview of musical styles 500-2000

Week 1

- Medieval Music and Art 500-1400
 - Middle Ages
 - Gregorian Chant/*Pange Lingua* Anon (1)
 - Monophony
 - Notre Dame, *Ars Antiquam* Leonin/Perotin, Organum *Alleluia*(4)
 - Trouveres & Troubadors *La Dousa Vots*
 - <http://theancientrhythmoflove.weebly.com/la-dousa-votz.html>
 - Guillaume de Machaut & *Ars Nova Fins Cuers Dous* (5)
 - Corresponding art and historical information

Week 2

- Renaissance Music and Art 1400-1600
 - Dance Music *Almaine* Byrd (10)
 - Polyphony
 - <http://www.lipscomb.umn.edu/rock/Texture.htm>
 - Palestrina
 - Madrigals *As Vesta Was* Weelkes (13)
 - Corresponding art and historical information
- Intro African Drums

Week 3

- Baroque Music and Art 1600-1760
 - Opera
 - Bach *Tocatta in Dm*
 - Baroque Concerto *Winter 4 Seasons*(15)
 - Vivaldi *Trio Sonata Folia*(13)
 - Harpsichord *Well Tempered Clavier Prelude No. 1* Bach (12)
 - Handel *Hallelujah*(25)
 - Corresponding art and historical information
- African Drums

Week 4

- Classical Music and Art 1730-1820
 - Rococo
 - Symphony *Symp 40 K 550 1st Mvt.* Mozart
 - Mozart *Ah Vous Dirai Je Maman* (3)
 - Haydn *Symphony 102 Rondo* (6)
 - Schubert
 - Corresponding art and historical information
- Amadeus DVD
- African Drums

Week 5

- Romantic Music and Art 1780-1910
 - Schubert Lied *Erlkonig* Schubert
 - Beethoven *Symphony 5 Mvt 1*
 - Chopin *Nocturne*
 - Berlioz *Symphony Fantastic*
 - Wagner *Die Walkure, Tannhauser, Der Ring des Nibelungen*
 - *What's Opera, Doc?*
 - <https://www.youtube.com/watch?v=D-OZwlcbsvs>
 - Rossini *The Barber of Seville*
 - *Rabbit of Seville*
 - <https://www.youtube.com/watch?v=QuWpY91jSyc>
 - Corresponding art and historical information
- African Drums

Week 6

- 20th Century Music and Art 1900-2000
 - Expressionism
 - *Schoenberg Pierrot*
 - Impressionism
 - *Debussy Clouds*
 - Program
 - *Stravinsky Rite of Spring*
- African Drums

Historical Unit Objectives:

Cognitive Domain

- Students will discriminate between genres in terms of music, art, and history.
- Students will recognize defining characteristics of each style.
- Students will independently create a listening list of music from each stylistic classification

Affective Domain

- Students will be inspired by the connection between the historical relevance of style in music and art in each classification period.

Week 7

- Notation-Rhythmic
 - Notes Duration
 - Whole, half, quarter, eighth, sixteenth
 - Corresponding rests
- Common Time African Drums

Week 8

- Notation-Melodic
 - Note Names
 - Treble Clef C₄-C₆
 - Bass Clef C₄-C₂
- African Drums

Notation Unit Objectives:

Cognitive Domain

- Students will identify rhythmic and melodic notation through reading and writing.
- Students will compose rhythmic works to be performed by class.

Week 9

- Review/End of Quarter Assessment

Materials (Both Units)

- Recordings
 - Compact disc recordings (personal/borrowed)
 - Spotify
 - Various web sites
- Audio/Visual Equipment
- CD/iPod
- Digital images of artwork/historical scenes
- Musical staff sheets with page protectors
- Dry erase markers (thin tip)
- Staff paper

Additional Resources

- Shock of the New
- Ipl.org
- Amadeus (DVD)
- YouTube Whats Opera Dock?, The Bunny of Seville

Assessment (Both Units)

- Daily graded assessments
 - Bell Ringers/Entrance Tickets
 - Questionnaires
 - "Found" music assignments
- Weekly lesson assessments
- Binder
 - Listening Logs
 - Handouts/notes
- Listening assignments
 - Posted on Blackboard/website
 - Email links to me
- Concert Reviews
 - From assigned watching/listening, or pre-approved on site

Unexcused late assignments will NOT be accepted.

Unit Outline and Objectives

2nd 9 Weeks-World Music

Week 1

- South Asia
 - North India
 - South India
 - Pakistan
- Review Notation
- African Drums

Week 2

- Southeast Asia
 - Vietnam
 - Indonesia, Bali
 - Indonesia, Java
- African Drums

Week 3

- Central Asia
 - Middle East & Iran
 - Iran & Central Asia
- Review Notation
- African Drums

Week 4

- Southwest Asia & North Africa
 - Egypt
 - Egypt Sha'abi & North Africa
 - The Arabian Peninsula Bedouin, Magyal, & Sownt
- African Drums

Week 5

- Sub-Saharan Africa
 - Ghana
 - Senegal-Gambia
 - Uganda
 - Nigeria and Afro-Pop
- African Drums
- Review Notation

Week 6/7

- The Caribbean
 - Hati
 - Jamaica
 - Cuba
 - Dominican Republic
- Review Notation
- Intro Steel Drums

Week 8

- North America
 - Native American Music
- Steel Drums

Week 9

- **Review/End of Quarter Assessment**
- **African Drumming Performance**

World Music Unit Objectives:

Cognitive Domain

- Students will discriminate between genres in terms of music, art, and history.
- Students will recognize defining characteristics of each style.
- Students will independently create a listening list of music from each stylistic classification.
- Using correct terminology students will demonstrate proper instrument care.
- Using specific rhythmic notation, students will compose a piece for African Drumming Ensemble.
- Students will improvise using specific rhythmic and harmonic parameters.

Psychomotor Domain

- Students will correctly notate music composed for African drumming
- Students will exhibit proper playing technique.
- Students will present a public performance exhibiting correct skill on their specific instrument.

Affective Domain

- Students will be inspired by the connection between the historical relevance of style in music and art in each classification period.
- Students will cooperate in an ensemble learning situation.

Materials

- Recordings
 - Compact disc recordings (personal/borrowed)
 - Spotify
 - Various web sites
- Audio/Visual Equipment
- CD/iPod
- Digital images historical scenes
- Musical staff sheets with page protectors
- Dry erase markers (thin tip)
- Staff paper

Additional Resources

- World Music Drumming
Will Schmid/Hal Leonard
- World Music: A Global Journey
Terry E. Miller & Andrew Shahriari 3rd Ed
Routledge, 2012 +CD'S

Assessment

- Daily graded assessments
 - Bell Ringers/Entrance Tickets
 - Questionnaires
 - “Found” music assignments
- Weekly lesson assessments
- Binder
 - Listening Logs
 - Handouts/notes
- Listening assignments
 - Posted on Blackboard/website
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Unit Outline and Objectives

3rd 9 Weeks-Jazz and Blues

Week 1

- Ragtime-1895/1918
 - Scott Joplin/Mapleleaf Rag-1899
- Dixieland-1900/1928
 - The Original Dixieland Band/Tiger Rag-1919
- Steel/African Drums

Week 2

- Introduction (<http://www.jazzinamerica.org/LessonPlan/1/1/254>)
- Country Blues-1959
 - Robert Johnson/Crossroads
- Chicago Blues-1947
 - Muddy Waters/Hoochie Coochie Man
 - BB King/Thrill is Gone
- Steel/African Drums

Week 3

- Contemporary Blues-1965
 - Jimi Hendrix/Red House Blues
- Steel/African Drums

Week 4

- Chicago Jazz-1920's
- Louis Armstrong/Westend Blues
 - West End Blues
- Swing 1920-1945
 - Duke Ellington/It Don't Mean A Thing
- Steel/African Drums

Week 5

- Bebop 1940-1955
 - Charlie Parker/Mohawk
- Cool Jazz 1950-1955
 - Miles Davis/Flamenco Sketches
 - Diana Krall/Face the Music
- Steel/African Drums

Week 6

- Modern Jazz
 - Ornett Coleman/Palladium
- Fusion
 - Weather Report/Song X
- Steel /African Drums

Week 7

- Vocal Jazz
 - Lambert Hendricks & Ross
 - New York Voices
 - Etta James
 - Ella Fitzgerald
 - Billie Holiday
- Steel /African Drums

Week 8

- Incredibox Compositions
- Performance Preparation (Drums)

Week 9

- Review/End of Quarter Assessment

Jazz and Blues Unit Objectives:

Cognitive Domain

- Students will discriminate between genres in terms of music, art, and history.
- Students will recognize defining characteristics of each style.
- Students will independently create a listening list of music from each stylistic classification.
- Using correct terminology students will demonstrate proper instrument care.
- Using specific rhythmic notation, students will compose a piece for African Drumming Ensemble.
- Students will improvise using specific rhythmic and harmonic parameters.

Psychomotor Domain

- Students will correctly notate music composed for African drumming
- Students will exhibit proper playing technique.
- Students will present a public performance exhibiting correct skill on their specific instrument.

Affective Domain

- Students will be inspired by the connection between the historical relevance of style in music and art in each classification period.
- Students will cooperate in an ensemble learning situation.

Materials

- Recordings
 - Compact disc recordings (personal/borrowed)
 - Spotify
 - Various web sites
- Audio/Visual Equipment
- CD/iPod
- Digital images historical scenes
- Musical staff sheets with page protectors
- Dry erase markers (thin tip)
- Staff paper

Additional Resources

- <http://www.musicappreciation.com>
- <http://www.incredibox.com/>
- <http://www.jazzinamerica.org/JazzResources/Timeline>
- <http://www.jazzinamerica.org/Home>
- <http://www.shmoop.com/blues-history/timeline.html>
- The Great Gatsby (DVD)

Assessment

- Daily graded assessments
 - Bell Ringers/Entrance Tickets
 - Questionnaires
 - “Found” music assignments
- Weekly lesson assessments
- Binder
 - Listening Logs
 - Handouts/notes
- Listening assignments
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4th 9 Weeks-Rock and Popular Music

Unit Outline and Objectives

Week1

- 1950's
 - Elvis
 - Bill Haley
 - Chuck Berry
 - Jerry Lee Lewis
 - American Bandstand
- Steel Drums

Week 2

- 1960's
 - The British Invasion
 - Rolling Stones
 - Kinks
 - Sonny & Cher
 - Monkees
 - James Brown/Funk
- Steel Drums

Week 3

- 1970's
 - Blues-Rock
 - Southern Rock
 - Progressive Rock
 - Theatrical Rock
 - Black Pop, Reggae, Disco
 - Punk
- Steel Drums

Week 4

- 1980's
 - MTV
 - Heavy Metal
 - Rap
 - Indie Rock
- Intro Partner Projects 00-15
- Steel Drums

Week 5

- 1990's
 - Alternative Rock
 - Grunge
- Research Time You Teach Me! Partner Projects 00-15
- Steel Drums

Week 6/7

- 2000's-2010's
 - You teach me! Partner Projects
- Steel Drums

Week 8

- End of Quarter Presentations

Week 9

- End of Quarter Presentations

Rock & Popular Music Unit Objectives:

Cognitive Domain

- Students will discriminate between genres in terms of music, art, and history.
- Students will recognize defining characteristics of each style.
- Students will independently create a listening list of music from each stylistic classification.
- Using correct terminology students will demonstrate proper instrument care.
- Using specific rhythmic notation, students will compose a piece for African Drumming Ensemble.
- Students will improvise using specific rhythmic and harmonic parameters.

Psychomotor Domain

- Students will correctly notate music composed for African drumming
- Students will exhibit proper playing technique.
- Students will present a public performance exhibiting correct skill on their specific instrument.

Affective Domain

- Students will be inspired by the connection between the historical relevance of style in music and art in each classification period.
- Students will cooperate in an ensemble learning situation.

Materials

- Recordings
 - Compact disc recordings (personal/borrowed)
 - Spotify
 - Various web sites
- Audio/Visual Equipment
- CD/iPod
- Digital images historical scenes
- Musical staff sheets with page protectors
- Dry erase markers (thin tip)
- Staff paper

Additional Resources

- ****An Elvis Movie****Rock of Ages (DVD)
- <https://www.coursera.org/learn/history-of-rock>
- <http://www.lipscomb.umn.edu/rock/index.htm>

Assessment

- 2000-2015 Partner Projects: You Teach Me!
- Daily graded assessments
 - Bell Ringers/Entrance Tickets
 - Questionnaires
 - "Found" music assignments

- Weekly lesson assessments
- Binder
 - Listening Logs
 - Handouts/notes
- Listening assignments
 - Posted on Blackboard/website
 - Email links to me
- Concert Reviews
 - From assigned watching/listening, or pre-approved on site

Unexcused late assignments will NOT be accepted.