SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL: Course of Study
SECTION A. COVER PAGE

1. **Course Title: Music Appreciation** **If Title Change, Previous Title:**_____	7. **Action** ☐ New Course X Course Revision ☐ Title Change Only
2. **Date Submitted:** **11/3/2017**	8. **Grade Level(s)** ☐ 6 X 9 X 11 ☐ 7 X 10 X 12 ☐ 8
3. **Transcript Title/Abbreviation(s)** Music Appreciation	9. **Prerequisites** (Please list.) ☐ Required ☐ Recommended
4. **Transcript Course Code/Course Number :** TBD	10. **Seeking Program Distinction?** ☐ YES (Check one below.) X NO ☐ Honors ☐ AP ☐ Other
5. **Subject Area** Music	11. **Is this a CTE course?** ☐ YES X NO **If YES, complete Section C**
6. **Department** VAPA	12. **Previously approved by UC?** ☐ YES X NO ☐ NA for 6th-8th Year approved Year removed
13. **UC ELIGIBILITY** **Already eligible?** ☐ NA for 6th-8th ☐ **YES** ☐ **NO** a☐ b☐ c☐ d☐ e☐ f g☐ **Proposing eligibility?** ☐ NA for 6th-8th **YES X** ☐ **NO** a☐ b☐ c☐ d☐ e☐ fX g☐ Please mark one for approved eligibility or proposed eligibility.	14. **Unit Value/Course Credit/Length of Course** ☐ 0.5 (semester or half-year X 1.0 (one year equivalent) ☐ 2.0 (two-year equivalent) ☐ Other
15. **School Contact and Course Developer** Name: Zachary Kahn Phone: 510-618-4610 Email: zkahn@slusd.us Position: Asst. Principal	
16. **Approval Signatures:** Department Chair Principal:	**Approval Date:** 11/3/17 11/3/17
DISTRICT OFFICE USE ONLY **Date approved by Board Curriculum Committee** **Date approved by Board**	

SECTION B. COURSE CONTENT

17. Course Description

The purpose of this course is to expose students to music of several different genres of music ranging from many different cultures and time periods. Students are expected to demonstrate a clear understanding of basic elements of music theory, and are also expected to demonstrate abilities that are unique to the following skills: Critiquing, creating, and analyzing music, as well as understanding the history and cultural connections that are presented. Students will be able to demonstrate a clear understanding of these topics upon successful completion of this course.

This course will provide students with the opportunity to explore a wide range of music performance that includes musical literature from many different styles and genres. Students will be able to interpret, analyze, enjoy and appreciate ideas and values and connect with other students through the creation of music. This also includes development of skills that are also essential to everyday living, including social skills and understanding the concept of teamwork and responsibility. Ultimately, with successful completion of this course, students will learn skills unique to music theory and music-related topics, and will help them attain a greater appreciation towards the study of music.

18. Course Goals and/or Major Student Outcomes

- Students will be able to describe major genres of music and identify the time periods and cultures from which they originate.
- Students will demonstrate an ability to critique, create and analyze music.

19. Course Objectives (standards)

Grades Nine Through Twelve-Proficient

Visual and Performing Arts: Music Content Standards.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

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

Listen to, Analyze, and Describe Music

- 1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
- 1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
- 1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
- 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.
- 2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
- 2.5 Perform on an instrument in small ensembles, with one performer for each part.

Compose, Arrange, and Improvise

- 2.6 Compose music, using musical elements for expressive effect.
- 2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.
- 2.8 Arrange pieces for voices and instruments other than those for which the pieces were originally written.
- 2.9 Improvise harmonizing parts, using an appropriate style.
- 2.10 Improvise original melodies over given chord progressions.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- 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.

Diversity of Music

- 3.3 Describe the differences between styles in traditional folk genres within the United States.
- 3.4 Perform music from various cultures and time periods.
- 3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

- 4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations 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.

Derive Meaning

- 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.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- 5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- 5.2 Analyze the role and function of music in radio, television, and advertising.

Careers and Career-Related Skills

- 5.3 Research musical careers in radio, television, and advertising.

20. Course Outline

Unit 1: The Pleasure of Music, Music as a Culture, Experiencing Music

Students will complete two (2) Perceptive Listening Guides per chapter, that is based on identifying basic musical elements, including (but not limited to) expression, form, and timbre. Students learn to identify the tonic of a musical selection, using examples such as Pachbel's Canon in D. Students will begin to learn associations between culture and music. Cultural studies in the text reach from ancient Mesopotamia, and continue on to modern Mexico, Bali, as well as American pop culture. Students will also learn the different levels of listening and enjoying music, covering topics such as aural, perceptive, and aesthetic listening styles.

Unit 2: Finding Rhythm, Rhythm and Dance

Students will learn about the fundamental elements of musical rhythm. Basic rhythmic grids are introduced, and students will learn how to create, establish and implement rhythm within composition. Students will learn what an ostinato is, and be able to distinguish the difference between a rhythmic and a melodic ostinato. Students will learn how to identify and implement meter and tempo. Through learning how to compose rhythmic elements, students will also learn the significance of coordination in music. Students will also be exposed to the cultural connections between rhythm and dance. Different styles of dance that students will be exposed to include clog, tap, line, hula, as well as the historical significance of how modern styles of music rock and roll influenced pop culture and dance.

Unit 3: Vocal Music, Making Musical Decisions, Musical Creators, Jazz

Students will learn the influence of culture by music, the roles of instrumental music in contrast to vocal music, the characteristics of vocal music, and the different kinds of vocal music. Different opera greats, including Beverly Sills, Denyce Graves, David Daniels, Sherill Milnes, and Samuel Ramey are profiled. Many of the physical characteristics of singing are discussed, including various tips on vocal health and maintaining the voice as an instrument. Students will be expected to identify each of the vocal ranges, focusing on the main groupings of Soprano, Alto, Tenor and Bass ranges. Students will learn terms and concepts unique to vocal music, including tessitura, coloratura, falsetto, among other topics. Students learn key roles in the creation of music, including identifying the difference between composers and arrangers, and their given musical roles. Students learn the basic fundamental elements of composition, including the tools composers use to create music. Some of the historical components include discussing profiling various composers such as Sergei Rachmaninov, Johann Sebastian Bach, Johann Strauss, Gustav Mahler, amongst others. Some of the more recent composers and musical songwriters that are discussed include Aaron Copland, Moses Hogan, Libby Larsen, Diane Warren and George Gershwin. Students will learn to identify the composers' work and learn basic musical analysis on their works to further understand the different compositional tools that are implemented within their respective musical works. Students also will be introduced to the fundamental elements of Jazz, including its origins, styles and eras, its artists and composers, as well as the sonic characteristics of the style. Students will analyze various jazz compositions, including song titles Hotter Than That and Cotton Tail. Students will be exposed to the 32-bar grid format often found in jazz compositions. Students will even be exposed to many of the different significant women in jazz history, as well as many of the nicknames that have been given to different prominent jazz artists, performers and composers.

Unit 4: Romantic Music, Sacred Music, Music in Ceremony and Celebration, Music in Condolences and Commemoration

Students will be exposed to romantic instrumental music, including some of the creative devices utilized in creating love songs. Students will also be exposed to various themes in this particular style of music. Students will also be exposed to different love songs in different stylistic formats, including jazz, blues and opera. Students will be exposed to love songs of different cultures (Italian and Mexican), as well as songs that are aimed in accepting the loss of love and heartbreak. Students will learn about the musical qualities of language, and how verbal messages are set to music. Some of the musical artists discussed are Lea Salonga, Bonnie Raitt, Dolly Parton, Joe Sample, Stevie Wonder, Billy Joel, and Fiona Apple. Students also will learn of the cultural connections to religion and how music was applied to it. Students will learn how musical ceremonies incorporate music.

Unit 5: Opera and Beyond, Musical Theatre, Music in Film

Students will learn from a historical context, what was happening the year a composition of study ("La Boheme) was first created. Students discuss how the "Jim Crow" era (legalizing segregation) began, the first moving picture on a public screen is shown in New York City, as well as the impact of Thomas Edison's fluoroscope, which later develops into an instrument that is used for viewing x-ray images. Students also learn the various elements and musical devices that are unique to opera, including its connections to heroic themes and mythology. Students learn about musical theatre, as well as the social and musical significance to Broadway. Some of the notable names discussed include singer/actor Audra McDonald, Andrew Lloyd Weber, George Gershwin, as well as notable French composers Claude-Michael Schönberg and Alain Boublil. Students will also be exposed to the effect of which music and composition has been rendered in film, as well as its impact. Some of the films that are highlighted in regards to musical content include Saturday Night Fever, The Jazz Singer, The Red Violin, Platoon, Midnight Express, The Untouchables, Crouching Tiger, Hidden Dragon, The Lord of the Rings: Return of the King, and Birth of a Nation.

Unit 6: Medieval, Renaissance and Baroque Music; Classical and Romantic Periods; Twentieth-Century Classical Music

Students will cover each of the different musical time periods, and analyze and profile different compositions and composers of each period. Students will be able to identify composers of each period by their compositions. Students will also be exposed to text portrayal, as well as layered dynamics within compositions. Students are guided through the usage of polyphonic choral arrangements and compositions based on sacred texts. Students will be expected to be able to identify musical compositions from the Medieval, Renaissance, Early and Late Baroque periods. Students are exposed to the concept of a musical fugue, as well as historical concepts of where the standard notational staff was derived from as well as Greek influences on music (implementation of an octave as the basic mathematical unit in music). Students will analyze the music from Beethoven's Ninth Symphony, including the translation of lyrics in the commonly known composition "Ode to Joy."

Unit 7: Music in Political and Social Movements, Activating Musical Creativity with Technology, New Dimensions in Music

Students will be exposed to the usage of protest songs throughout our nation's history. Topics such as racial segregation are exposed, as wall as many of the social injustices that existed in our nation's history. Some of the musical artists and songwriters that are profiled include

Adolphus Hailstork, Bob Dylan, Sting, Holly Near, Paul Winter, Joni Mitchell, Karl Husa, and Frederic Rzewski. Also discussed are many of the factors that inspired Protest Music. Students will be exposed to modern musical technology, including hyperinstruments, musical sampling, MIDI (musical instrument digital interface), remixing, synthesizers, looping and disc scratching. Many of the names that are unique to the technological side of music that are profiled include Vladimir Ussachevsky, DJ Danger Mouse, Eric Yoder, Thomas Edison, Leon Theremin, Leo Fender, Thaddeus Cahill, Tod Machover and Isao Tomita. Students also are exposed to the most modern and current forms of music. The contributions of modern artists are covered, and many currently popular musicians and performers are profiled, including Ray Charles, BB King, Renee Olstead, Will Smith, Outkast, Celia Cruz, and Beyonce Knowles.

21. Instructional Materials:
Board approved required text

Supplementary materials

Music! Its Role and Importance in Our Lives	Geoge DeGraffenreid, Charles Fowler, Timothy Gerber, Vincent Lawrence	The McGraw-Hil l Companies	First Edit ion

22. Instructional Methods and/or Strategies (Key Assignments)
Students are expected to be able to successfully perform on basic musical guidelines and topics upon completion of the course. Each student will be expected to learn basic expressive and performance-related techniques on basic instruments (including guitar, piano, and various percussion instruments), and demonstrate their understanding by means of performance. Students will be expected to perform in class, as well as create projects that demonstrate the creation of music as well as performance through alternate medium. Over the year, the topics of study each contain components of Creative Expression.

Students will cover various topics and subjects unique to the study of music. After successfully completing the course, students will be exposed to many different elements of music, which include processing, analyzing, and responding to sensory information through the language and skills unique to music. Students will be required to complete several facets of musical study, ranging from learning basic reading and writing skill (in standardized musical notation), completion of weekly musical listening examples and completing the corresponding activities and documentation. The music that the students are exposed to ranges from many different styles, and is from cultures from across the world. Students learn many of the expressive musical devices either by means of exposure or by actually implementing them into practice. Students create several different compositions, and demonstrate understanding by means of basic musical performance. Over the year, the topics of study each contain components of Artistic expression.

Students are exposed to many different elements of music, including being able to connect and apply what is learned to learning other art forms, subject areas and careers. This class will expose students to various situations where these students will learn more about other art forms, including topics such as dance, Music in Opera, Theatre and Film, musical advertising and how music can be utilized in different careers.

Students are exposed to many different elements of music, including being able to analyze and critically assess different styles of music. Students analyze music on a weekly basis, implementing new elements of music attained with each passing week. Students begin analyzing music on a basic level, based off of what they hear and how it makes them feel, and gradually add on different musical elements as they acquire understanding. Students will demonstrate competency in this area through written reports. .

Lessons/units are broken down by different strategies and methodologies to accommodate to a differentiated population of students. Some of these strategies include usage of EL and SDAIE delivery instructional methods, and accommodations/modifications geared towards students who require special delivery of instruction.

23. Assessment Methods and/or Tools

Project-Based Learning, Peer Critiques, Student Essays, Group Discussions, Individual Projects, Oral Presentations, Teacher-Created Rubrics, Peer-Created Rubrics,.

Students will be assessed at the end of every chapter by means of written exam and listening examples. Students will be evaluated on their progress at producing music based on performance. Assessments will assist in the data-driven instructional implementation, as well as validate each unit of instruction by displaying the level of understanding attained by the end of each chapter.

24. Grading Policy

Grading will follow the San Leandro Unified School District's policy. Rubrics and grading scales are adjusted to individual students' needs based on IEP, 504 plan or any other pertinent educational data.