COURSE: MUSIC APPRECIATION

GRADE LEVEL: Ninth and Tenth Grade

LENGTH OF COURSE: 1 SEMESTER - 45 days

TEXT: Music! Its Role and Importance in Our Lives!

PUBLISHER: Glencoe/McGraw-Hill

COPYRIGHT: 2000

COURSE DESCRIPTION:
This course provides musical experiences such as singing, playing, composing, and listening so that students can express themselves musically and understand and enrich their environment. Students will gain the ability to listen with understanding and to appreciate all Music in the world around them.

CURRICULUM WRITING TEAM:
Patricia Spoor

DATE OF REVISION:
2005
## Wallenpaupack Area School District

<table>
<thead>
<tr>
<th>Course:</th>
<th>Music Appreciation</th>
<th>Grade Level:</th>
<th>9th &amp; 10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit:</td>
<td>I - Music ...To Characterize the Age</td>
<td>PA Standards:</td>
<td>9.1.12 A</td>
</tr>
<tr>
<td></td>
<td>Chapter 22 - Music of our Generation</td>
<td></td>
<td>9.1.12.B</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9.1.12.C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9.1.12.D</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9.1.12.G</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9.1.12.H</td>
</tr>
</tbody>
</table>

### Topics:
- Musical characteristics of present day popular and classical styles
- How visual elements alter your musical perception
- Musical styles of New Romanticism and minimalism

### Skills:
- Describe and compare the differences and similarities between rock, rap, Latin and Jazz music
- Understand and discuss the idea of music visualization
- Evaluate the styles of New Romanticism and minimalism

### Activities:
- Listen to the following: Rhythm and Blues, Rap, Rock, Country and Western, Salsa and Jazz, discuss, contrast and compare the similarities and differences
- Create an original Rap
- Write a storyboard for music video
- Evaluate New Age music
- Hear and perform postmodern minimalism

### Performance Assessments:
- Musical vocabulary definitions
- Review musical facts
- Write analyzations of topics in chapter
- Teacher created test
**Wallenpaupack Area School District**

**Course:** Music Appreciation  
**Grade Level:** 9th & 10th Grade

**Unit:** I - Music - To Characterize the Age  
Chapter 23 - Music of Previous Generations

**PA Standards:**
- 9.1.12.A
- 9.1.12.B
- 9.1.12.C
- 9.1.12.D
- 9.1.12.G
- 9.1.12.H

### Topics:
- Composers and styles of music in the Renaissance, Baroque and Classical periods
- Process involved in the evolution of musical styles
- Relationship between polyphony and homophony

### Skills:
- Identify musical selections from different musical periods by listening and performing
- Identify various instruments from early musical periods
- Identify different musical forms from early musical periods

### Activities:
- Use a Midi program to compose a Renaissance - style instrumental dance piece
- Listen to a madrigal to discover “word painting”
- View and critique a Baroque opera and a Classical opera
- Research and report on a composer from one the early periods of music

### Performance Assessments:
- Musical vocabulary definitions
- Review musical facts
- Oral reports and presentations
- Teacher made test
### Course: Music Appreciation

**Grade Level:** 9th & 10th Grade

**Unit:** I - Music - To Characterize the Age  
Chapter 24 - Jazz

**PA Standards:**
- 9.1.12.A
- 9.1.12.B
- 9.1.12.C
- 9.1.12.D
- 9.1.12.G
- 9.1.12.H

### Topics:
- History of Jazz
- Distinguished Jazz performers
- Styles of Jazz

### Skills:
- Describe the beginnings of Jazz
- Identify and compare the different styles of Jazz
- Discuss the different contributions made to Jazz by various performers

### Activities:
- Identify musical instruments playing Jazz
- Improvise by “scat” singing on a classic tune
- Debate preferences for musical instruments in a Jazz composition
- Identify Jazz forms through listening
- Describe how Jazz had roots in African-American brass bands as early as 1812

### Performance Assessments:
- Teacher and peer observation, listening and critiquing
- Oral debate
- Worksheets
- Review facts
- Musical vocabulary
- Teacher made test
**Course:** Music Appreciation  
**Grade Level:** 9th & 10th Grade  

**Unit:** II Music! – To Tell the Story of Our Lives  
Chapter 19 - Musical Theatre  

**PA Standards:**  
9.1.12.A  
9.1.12.B  
9.1.12.C  
9.1.12.D  
9.1.12.G  
9.1.12.H  

<table>
<thead>
<tr>
<th><strong>Topics:</strong></th>
<th><strong>Skills:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadway musicals</td>
<td>Relate musical theatre to real-life experiences</td>
</tr>
<tr>
<td>Development of character through Music</td>
<td>Analyze character through song</td>
</tr>
<tr>
<td>Dramatic tools of expression</td>
<td>Determine why some stories are told better with music</td>
</tr>
<tr>
<td>How music tells the story</td>
<td></td>
</tr>
<tr>
<td>Famous Broadway composers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Activities:</strong></th>
<th><strong>Performance Assessments:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Research a Broadway show and its composer</td>
<td>Oral reports and presentations</td>
</tr>
<tr>
<td>Find a play, story or television show and explain why it would make a good musical</td>
<td>Musical vocabulary</td>
</tr>
<tr>
<td>View a Broadway musical and discuss the music, story, characters, costumes, etc.</td>
<td>Teacher observation</td>
</tr>
<tr>
<td>Topics:</td>
<td>Skills:</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>Medium of Opera</td>
<td>Read and research the history of Opera</td>
</tr>
<tr>
<td>Parts of an Opera</td>
<td>Identify through reading and listening, the parts of an</td>
</tr>
<tr>
<td>Different voice types and</td>
<td>opera</td>
</tr>
<tr>
<td>timbres</td>
<td>Understand and explain the differences between Grande</td>
</tr>
<tr>
<td>Become familiar with Carmen</td>
<td>opera and opera Comique</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Performance Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read the libretto and score</td>
<td>Worksheets</td>
</tr>
<tr>
<td>for the opera Carmen and</td>
<td>Review Music Facts</td>
</tr>
<tr>
<td>identify the different parts</td>
<td>Musical Vocabulary</td>
</tr>
<tr>
<td>of the composition</td>
<td></td>
</tr>
<tr>
<td>View and listen to a</td>
<td></td>
</tr>
<tr>
<td>performance of the opera</td>
<td></td>
</tr>
<tr>
<td>Carmen</td>
<td></td>
</tr>
</tbody>
</table>
**Course:** Music Appreciation  
**Unit:** II - Music! To Tell the Story of Our Lives  
Chapter 21 - Film  

**Grade Level:** 9th & 10th Grade  

**PA Standards:**  
- 9.1.12.A  
- 9.1.12.B  
- 9.1.12.C  
- 9.1.12.D  
- 9.1.12.G  
- 9.1.12.H

### Topics:
- Sound as a part of storytelling in pictures  
- Role of the film composer  
- Purpose of music in film

### Skills:
- Research the history of film and film music  
- Assess the role of music in Silent films  
- Compare theme music to characters  
- Determine the effect of music in film

### Activities:
- Analyze a film score  
- Label the moods created by film music  
- Listen and compare two different character themes  
- Determine the elements of suspense created by film music through listening

### Performance Assessments:
- Musical vocabulary  
- Reviewing Facts  
- Critique and entire film and its score
### Course: Music Appreciation

- **Grade Level:** 9th & 10th Grade

### Unit: IV Music – To Let Us Perform

- **Chapter - 5 - from the Performer’s Perspective**
- **Chapter -6- From the Audience’s Perspective**

### PA Standards:

- 9.1.12.A
- 9.1.12.B
- 9.1.12.C
- 9.1.12.D
- 9.1.12.G
- 9.1.12.H

### Topics:

- Vocal Expression
- Musical communication
- Voice Classification
- Musical Interpretation/Musical Style
- Criteria for judging musical performances

### Skills:

- Experience *audiation*
- Find his/her vocal range
- Interpret musical expression markings
- Compare timbres and styles
- Learn how to listen perceptively

### Activities:

- Audiate a major scale and familiar melody
- Sing and listen to find appropriate vocal range
- Determine how a singer may use phrasing to interpret a song
- Differentiate between the singing styles of an opera singer and a folk singer
- Determine proper vowel formations and consonant production
- Determine the four levels of experiencing music
- Identify instrumental timbres through listening

### Performance Assessments:

- Reviewing musical facts
- Musical vocabulary
- Singing a song and observing all interpretive markings
- Critique of both instrumental and vocal performances - written and discussed
- Teacher and peer observation
**Wallenpaupack Area School District**

**Course:** Music Appreciation  
**Grade Level:** 9th & 10th Grade  
**Unit:** III – Music – To Invite Us  
To Move  
Chapter 3 – Interpreting  
Rhythm Through Movement  
**PA Standards:**  
9.1.12.A  
9.1.12.B  
9.1.12.C  
9.1.12.D  
9.1.12.G  
9.1.12.H

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Skills:</th>
</tr>
</thead>
</table>
| Felt time and Real Time  
Tempo designations  
Syncopation | Internalize a steady beat  
Recognize and move to duple and triple meter  
Assign appropriate tempos to music  
Create syncopation |

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Performance Assessments:</th>
</tr>
</thead>
</table>
| Through listening and body percussion, the student will try to internalize a steady beat  
Perform patterns of accented and unaccented beats  
Clap and move to examples of duple and triple meter  
The student will follow the guide map and learn how to play a trap set  
With a partner, the student will create a syncopated pattern from a familiar song  
Create a rhythm sound track and record it | Teacher and peer observation  
Individual and small group assessment  
Reviewing the facts  
Musical vocabulary |
### Course: Music Appreciation

#### Grade Level: 9th & 10th Grade

#### Unit: III - Music - To Invite Us
- To Move
- Chapter 4 - Rhythms That Dance

#### PA Standards:
- 9.1.12.A
- 9.1.12.B
- 9.1.12.C
- 9.1.12.D
- 9.1.12.G
- 9.1.12.H

<table>
<thead>
<tr>
<th>Topics:</th>
<th>Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different rhythms create different dances</td>
<td>Listen to and perform the rhythms of various ethnic dances.</td>
</tr>
<tr>
<td>Instrumental Suite</td>
<td>Research and discuss Native American dance.</td>
</tr>
<tr>
<td>Native American Dance</td>
<td>Contrast and compare theatrical dance, ballet and modern dance.</td>
</tr>
<tr>
<td>Ballet, Folk and Modern Dance</td>
<td>Identify the parts of a Suite.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activities:</th>
<th>Performance Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose one of the dance pieces from the chapter and create a paper about that style</td>
<td>Written and oral reports</td>
</tr>
<tr>
<td>Match the dance titles with the music from “West Side Story”</td>
<td>Teacher and peer observation</td>
</tr>
<tr>
<td>View a performance of the “Firebird”</td>
<td>Reviewing the facts</td>
</tr>
<tr>
<td>Contrast and compare the characteristics of the Waltz vs. the Minuet</td>
<td>Musical vocabulary</td>
</tr>
<tr>
<td>Summarize what has been learned about rhythm in danced and undanced music through listening and writing</td>
<td></td>
</tr>
</tbody>
</table>