

# *Wallenpaupack Area School District*

## **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*

**Course:** Music Appreciation

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

**Unit:** I – Music ...To Characterize the Age  
Chapter 22 – Music of our Generation

**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

<b>Topics:</b>	<b>Skills:</b>
<p>Musical characteristics of present day popular and classical styles How visual elements alter your musical perception Musical styles of New Romanticism and minimalism</p>	<p>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</p>
<b>Activities:</b>	<b>Performance Assessments:</b>
<p>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</p>	<p>Musical vocabulary definitions Review musical facts Write analyzations of topics in chapter Teacher created test</p>

## *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

<p><b>Topics:</b></p> <p>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</p>	<p><b>Skills:</b></p> <p>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</p>
<p><b>Activities:</b></p> <p>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</p>	<p><b>Performance Assessments:</b></p> <p>Musical vocabulary definitions Review musical facts Oral reports and presentations Teacher made test</p>

## *Wallenpaupack Area School District*

**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

<b>Topics:</b>	<b>Skills:</b>
History of Jazz Distinguished Jazz performers Styles of Jazz	Describe the beginnings of Jazz Identify and compare the different styles of Jazz Discuss the different contributions made to Jazz by various performers
<b>Activities:</b>	<b>Performance Assessments:</b>
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	Teacher and peer observation, listening and critiquing Oral debate Worksheets Review facts Musical vocabulary Teacher made test

## *Wallenpaupack Area School District*

**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

<b>Topics:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>Broadway musicals</li> <li>Development of character through Music</li> <li>Dramatic tools of expression</li> <li>How music tells the story</li> <li>Famous Broadway composers</li> </ul>	<ul style="list-style-type: none"> <li>Relate musical theatre to real-life experiences</li> <li>Analyze character through song</li> <li>Determine why some stories are told better with music</li> </ul>
<b>Activities:</b>	<b>Performance Assessments:</b>
<ul style="list-style-type: none"> <li>Research a Broadway show and its composer</li> <li>Find a play, story or television show and explain why it would make a good musical</li> <li>View a Broadway musical and discuss the music, story, characters, costumes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Oral reports and presentations</li> <li>Musical vocabulary</li> <li>Teacher observation</li> </ul>

## *Wallenpaupack Area School District*

**Course:** Music Appreciation

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

**Unit:** II – Music! – To Tell the  
Story of Our Lives  
Chapter 20 - Opera

**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

<b>Topics:</b>	<b>Skills:</b>
Medium of Opera Parts of an Opera Different voice types and timbres Become familiar with <i>Carmen</i>	Read and research the history of Opera Identify through reading and listening, the parts of an opera Understand and explain the differences between <i>Grande</i> opera and opera <i>Comique</i>
<b>Activities:</b>	<b>Performance Assessments:</b>
Read the libretto and score for the opera <i>Carmen</i> and identify the different parts of the composition View and listen to a performance of the opera <i>Carmen</i>	Worksheets Discussion Review Music Facts Musical Vocabulary

## *Wallenpaupack Area School District*

**Course:** Music Appreciation

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

**Unit:** II – Music! To Tell the Story  
of Our Lives  
Chapter 21 - Film

**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

<b>Topics:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>Sound as a part of storytelling in pictures</li> <li>Role of the film composer</li> <li>Purpose of music in film</li> </ul>	<ul style="list-style-type: none"> <li>Research the history of film and film music</li> <li>Assess the role of music in Silent films</li> <li>Compare theme music to characters</li> <li>Determine the effect of music in film</li> </ul>
<b>Activities:</b>	<b>Performance Assessments:</b>
<ul style="list-style-type: none"> <li>Analyze a film score</li> <li>Label the moods created by film music</li> <li>Listen and compare two different character themes</li> <li>Determine the elements of suspense created by film music through listening</li> </ul>	<ul style="list-style-type: none"> <li>Musical vocabulary</li> <li>Reviewing Facts</li> <li>Critique and entire film and its score</li> </ul>

## *Wallenpaupack Area School District*

**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

<b>Topics:</b>	<b>Skills:</b>
Vocal Expression Musical communication Voice Classification Musical Interpretation/Musical Style Criteria for judging musical performances	Experience <i>audiation</i> Find his/her vocal range Interpret musical expression markings Compare timbres and styles Learn how to listen perceptively
<b>Activities:</b>	<b>Performance Assessments:</b>
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	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

<b>Topics:</b>	<b>Skills:</b>
<p><i>Felt</i> time and <i>Real</i> Time Tempo designations Syncopation</p>	<p>Internalize a steady beat Recognize and move to duple and triple meter Assign appropriate tempos to music Create syncopation</p>
<b>Activities:</b>	<b>Performance Assessments:</b>
<p>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</p>	<p>Teacher and peer observation Individual and small group assessment Reviewing the facts Musical vocabulary</p>

## *Wallenpaupack Area School District*

**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

<b>Topics:</b>	<b>Skills:</b>
<p>Different rhythms create different dances</p> <p>Instrumental Suite</p> <p>Native American Dance</p> <p>Ballet, Folk and Modern Dance</p>	<p>Listen to and perform the rhythms of various ethnic dances.</p> <p>Research and discuss Native American dance</p> <p>Contrast and compare theatrical dance, ballet and modern dance</p> <p>Identify the parts of a Suite</p>
<b>Activities:</b>	<b>Performance Assessments:</b>
<p>Choose one of the dance pieces from the chapter and create a paper about that style</p> <p>Match the dance titles with the music from "West Side Story"</p> <p>View a performance of the "Firebird"</p> <p>Contrast and compare the characteristics of the Waltz vs. the Minuet</p> <p>Summarize what has been learned about rhythm in danced and un-danced music through listening and writing</p>	<p>Written and oral reports</p> <p>Teacher and peer observation</p> <p>Reviewing the facts</p> <p>Musical vocabulary</p>