



Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title:

(limited to 34 characters with spaces in Infinite Campus)

Mariachi Ensemble

- ☒ New
☐ Revised

If revised, the previous course name if there was a change

Transcript Course Code/Number:

(To be assigned by Educational Services if it's a new course)

CREDIT TYPE EARNED: **CALPADS CODE:**

VAPA or Elective

9291-03

Subject Area:

- ☐ Social Science
☐ English
☐ Mathematics
☐ Laboratory Science
☐ World Languages
☒ Visual or Performing Arts
☐ College Prep Elective
☐ Other

Is this classified as a Career Technical Education course?

- ☐ Yes
☒ No

If yes, which pathway does this course align to?

Pathway Name:

CTE CDE Code:

Grade Level(s)

- ☒ MS
☒ HS
☐ 5
☐ 6
☒ 7
☒ 8
☒ 9
☒ 10
☒ 11
☒ 12

Was this course previously approved by UC for PUHSD?

- ☐ Yes
☒ No

(Will be verified by Ed Services)

Which A-G Requirement does/will this course meet?

F - VAPA

☒ Pending

Credential Required to teach this course:

To be completed by Human Resources only.

Single Subject: Music
Specific Supplementary Auth: Instrumental Music
Specific Subject Matter Auth: Instrumental Music

Signature

Date

Submitted by: Julie Harris and Matthew Thomas

Site: SSC

Date: 05/07/25

Email:

Unit Value/Length of Course:

- ☐ 0.5 (half-year or semester equivalent)
☒ 1.0 (one-year equivalent)
☐ 2.0 (two-year equivalent)
☐ Other:

Approvals

Name/Signature

Date

Director of Curriculum & Instruction

Asst. Superintendent of Educational Services

Governing Board

Prerequisite(s) (REQUIRED):
n/a
Corequisite(s) (REQUIRED):
n/a
Brief Course Description (REQUIRED):
<p>This is an introductory course designed to assist students with developing and enhancing professional musicianship skills through the study of music composed expressly for Mariachi Ensembles. The ability to learn an instrument (Violin, Trumpet, Guitar, Vihuela, Guitaron) and sing with basic technical proficiency and aesthetic sensitivity in preparation for a career in mariachi in real world settings. Students will encounter a wide range of "Mexico's traditional music" that will include Bolero, Ranchera, Huapango, and Son.</p>

B. COURSE CONTENT
<p>Course Purpose (REQUIRED): <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i></p>
<p>This course is designed to develop students' comprehensive musicianship through the study and performance of instrumental music. Students will enhance their artistic perception by learning to sight-read music accurately and expressively, and cultivate creative expression by performing a diverse repertoire with technical skill and emotional depth, both individually and in ensemble settings. Through the exploration of historical and cultural contexts, students will classify and analyze musical works by genre, style, and cultural origin, deepening their understanding of music's role across time and societies. Students will engage in aesthetic valuing by listening critically and responding to the emotional and cultural significance of music. Finally, by fostering interdisciplinary connections and real-world applications, the course supports the development of problem-solving, communication, and time management skills that are essential for lifelong learning and careers in and beyond the arts.</p>
<p>Course Outline (REQUIRED): <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i></p>
<p><u>Unit 1- History of Mariachi Music</u></p> <p>Within this particular unit, the students will examine and analyze the historical of mariachi music and identify the</p>

musical the musical traditions that have shaped it, including the relevant role of the society and culture of mariachi, key composers, prominent performance groups, and the evolution of the style through colonial history.

The unit will introduce the mixing of the native Coca tribal music with the musical traditions of the Franciscan friars and the conquistadores. The development of mariachi as a hybrid of traditional rhythms and European 12-tone music melodies will be analyzed, discussed, and demonstrated.

There will be an emphasis on the 17th and 18th century mestizo folk music, and the evolution of the various instruments of that time. The students will explore and evaluate the use of the stringed instruments such as guitarra de golpe, harp, and vihuela, and the impact each had on the artistic and compositional movements of the genre.

Students will demonstrate proficiency by analyzing and composing samples of the historical of styles. Utilizing recordings, students will develop an understanding of how each style developed and compose brief variations of each style.

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Furthermore, students will have the opportunity to establish aptitude through research, written, and aural contexts. The students will demonstrate knowledge of the historical perspective of mariachi's impact on society, identify the historical and cultural milestones of mariachi, and utilize music terminology as applied to mariachi.

Unit 1 Assignment: "Roots and Resonance: The Historical and Musical Evolution of Mariachi"

In this assignment, students will explore the rich historical and cultural origins of mariachi music, tracing its development from a fusion of indigenous Coca tribal traditions and European musical elements introduced during the colonial era. Through listening, research, analysis, and composition, students will investigate the evolution of mariachi as both a musical and cultural art form.

(Short Presentation or Infographic):

- Choose one historical mariachi instrument (guitarra de golpe, harp, vihuela).
- Create a visual or oral presentation explaining the instrument's role, sound characteristics, and historical context.

Unit 2- Performance Science & Techniques

For each performance, configuration of the mariachi on stage will be discussed and planned. Visual performance skills will be continually developed as students incorporate the pre-production components of venue, audience, available technology, and showmanship.

Students will become emerging performers through introductory use of performance production elements: stage layout, staging of microphones, timing of appropriate actions, applying various audio techniques, and entrance and exit of performers.

Performance examples via video will allow students to analyze and critique for best practices. Comparisons of professional, collegiate, and high school performances will allow students to accurately learn and describe the best practices.

Employment in the 21st century requires the ability to learn and use technology appropriately and effectively. This lesson will introduce students to the basic components of microphone technology, with an emphasis on which microphones are best for instruments, vocals, and universal applications. Using actual performance venue practice,

students will utilize these different types to investigate how each works with various instruments and voices.

Unit 2 Assignment: “Stagecraft & Sound: Producing the Mariachi Performance”

In this unit, students will transition from musical performers to emerging production artists, developing essential stagecraft and performance production skills. Students will plan and analyze mariachi performance configurations, apply audio and visual performance techniques, and practice the fundamentals of live sound and stage presence. Through critique, design, and hands-on practice, students will explore how performance planning, technology, and showmanship come together in a professional setting.

Stage Design & Microphone Plan (Group Project):

- Create a detailed stage layout for a mariachi performance including performer placement, microphone types and positions, entrances/exits, and speaker placement.
- Use a physical sketch or digital diagram tool (e.g., Google Slides, Canva, or hand-drawn).
- Include a short explanation of why specific microphone types were chosen for different instruments/voices.

Unit 3 - Elements of Music

Within this unit, students will learn how to read, listen to, and analyze peer and professional music using the elements and terminology of music. Basic music theory through composition skills will be developed through sequential units of study.

Consecutive lessons will explore how short musical ideas can be used to represent moods, images, and story lines. Examples of traditional mariachi repertoire and their development will be used as examples.

Using standard notation, students will develop their skills at reading and playing basic major and minor scales, basic chord structures, and rhythms. Students will develop the ability to sight read musical notation at beginning levels.

Using these combined skills, students will create and demonstrate personal musical ideas into simple compositions. Using available technology, they will document and perform these ideas for their classmates.

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Students will analyze the chord progression of the son, the basic style of mariachi music. These chord progressions will be compared to traditional music from other cultures. Students will learn how these chord progressions can be transposed to various keys. Playing of the transpositions will demonstrate mastery.

Unit #3 Assignment: “Composing Culture: Creating Music Through the Language of Mariachi”

In this unit, students will explore the building blocks of music—melody, harmony, rhythm, and form—through the lens of traditional mariachi. By studying standard notation, chord progressions, and melodic development, students will learn to both analyze and create music. Drawing inspiration from the emotional, narrative, and cultural elements

found in mariachi repertoire, students will compose original pieces that reflect their personal ideas and cultural awareness.

Composition Project: “Musical Postcard” (Creative Project):

- Compose a short (8–16 measure) piece that expresses a mood, scene, or story.
- Use learned scales, chords, and rhythmic ideas in your composition.
- Write your piece using standard notation (on paper or using notation software like Noteflight or MuseScore).
- Include a brief artist’s statement describing your musical choices and inspiration.

Unit 4-Music Performance & Rehearsal

This unit introduces students to the understanding of personal practice, group rehearsal, and performance. The concurrent lessons will allow the students to and understand how to approach practice effectively from the professional viewpoint. Throughout the unit, the students will develop a comprehension of rehearsal technique and group responsibility. Students will continue to build on and develop their performance skills.

Rehearsal and performance outside of regular class time will be required as part of the graded work. Personal practice is an essential component of performance preparation. Students will use personal logs, and video or audio technology, to monitor their practice. Group and teacher analysis of technique progression will allow the student to plan for future practice.

Unit #4 Assignment: “Practice with Purpose: Developing Performance Through Rehearsal and Reflection”

This unit focuses on building the habits and mindset of a developing musician. Students will explore the importance of structured personal practice, effective group rehearsal strategies, and the responsibilities that come with preparing for live performance. By engaging in self-monitoring, peer collaboration, and teacher feedback, students will gain a professional perspective on what it takes to perform successfully in an ensemble setting. Rehearsal and performance outside of regular class time will be an essential part of the assignment.

Personal Practice Log (Daily/Weekly Entry):

- Maintain a detailed log that includes goals, practice duration, challenges, and reflections.
- Submit logs weekly for review and feedback.
- Use logs to track technical skills (intonation, rhythm, articulation, etc.) and musical expression.

Video or Audio Self-Recording (Bi-Weekly Submission):

- Record a short excerpt from rehearsal repertoire every other week.
- Reflect on progress and identify areas for improvement (tone, rhythm, phrasing, etc.).
- Submit with a brief reflection on what was improved and what needs further focus.

Unit 5- Preparation for Music Career

Mariachi musicians are in high demand in various parts of the county. This unit will prepare students for auditions, introduce practice of job searches, and help them to prepare resumes. Audio and video portfolios will be introduced which can be used for interviews.

Professional Mariachi musicians and groups will be invited to the class to discuss the workplace. An emphasis on opportunities, road experiences, and practical advice for those seeking a career in music. Students will prepare classroom presentations based on this information. In order to understand the challenges of a career in music, and to be able to begin the process of choosing a vocation, students will research available opportunities. In a written report, students will learn about and detail the education needed, practical experience required, and the opportunities available for mariachi musicians.

Unit #5 Assignment: “Pathways to Performance: Careers in Mariachi Music”

In this culminating unit, students will explore the professional world of mariachi music, developing the tools and understanding needed to pursue performance opportunities, auditions, and music-related careers. Through research, guest artist interaction, and the creation of professional materials, students will gain insight into the realities of the music industry and take concrete steps toward building their own artistic identity and career foundation.

Professional Resume (1 page):

- Create a performance-focused resume, highlighting musical experience, education, repertoire, and relevant skills.
- Learn standard formatting for artistic and performance-based resumes.

Audition Simulation:

- Participate in a mock audition setting with feedback from the instructor or guest professionals.
- Perform a selected piece, present your resume and portfolio, and respond to interview-style questions.

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Research Paper #1 - Research, write and report out on a master percussionist of their choice in one of the five percussive disciplines (rudimental snare, keyboard, timpani, drum set, and ethnic/auxiliary percussion). Analyze the percussionist's interpretations and make aesthetic judgments and evaluations on the performance of three particular pieces using vocabulary and terminology specific to one of the five disciplines, percussive techniques and genre of the piece. Special attention will be paid to the contribution the percussionist made to the development of their particular art form.

Research Paper #2 - Research, write and report out on the history of the Percussion Orchestra. Including the impact that Clair Omar Musser and the "Marimba Orchestra" had on the world of percussion ensembles and their development. The report will follow the development of the percussion ensemble through various styles of music and instrumental groupings. Current percussion ensembles and their histories will be included.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Mariachi Mastery- Listed Below

Edition: 1st

Author: Jeffrey Nevin/arr. Sanchez	ISBN:
Publisher: https://www.jwpepper.com/mariachi-mastery-10005738-94093/p	Publication Date:
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	Violin Method Book 1 and 2 10005738 Supplier ID: 112VN UPC: 9780849734571 Viola 10005739 Supplier ID: 112VA UPC: 9780849734588 Cello/String Bass Method Book 10005740 Supplier ID: 112CO UPC: 9780849734632 Trumpet Collection 1 and 2 10005741 Supplier ID: 112TP UPC: 9780849734595 Harp 10005742 Supplier ID: 112H UPC: 9780849734601 Guitar/Armonia/Vihuela Method Book 10005743 Supplier ID: 112G UPC: 9780849734618 Bass Guitar/Guitarron Method Book 10005744 Supplier ID: 112B UPC: 9780849734625 Conductor 10005745 Supplier ID: 112F UPC: 9780849734649
Textbook #2	
Title:	Edition: 1st

Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
Estimated costs for classroom materials and supplies (REQUIRED). <i>Please describe in detail.</i> If more space is needed than what is provided, please attach a backup as applicable.	
Cost for a class set of instructional materials: \$4180	Description of Additional Costs: Instruments
Additional costs: \$10,000 +/-	
Total cost per class set of instructional materials:	\$14,180

Key Assignments (REQUIRED):
Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete
<p>Research Paper #1 - Research, write and report out on a master percussionist of their choice in one of the five percussive disciplines (rudimental snare, keyboard, timpani, drum set, and ethnic/auxiliary percussion). Analyze the percussionist's interpretations and make aesthetic judgments and evaluations on the performance of three particular pieces using vocabulary and terminology specific to one of the five disciplines, percussive techniques and genre of the piece. Special attention will be paid to the contribution the percussionist made to the development of their particular art form.</p> <p>Research Paper #2 - Research, write and report out on the history of the Percussion Orchestra. Including the impact that Clair Omar Musser and the "Marimba Orchestra" had on the world of percussion ensembles and their development. The report will follow the development of the percussion ensemble through various styles of music and instrumental groupings. Current percussion ensembles and their histories will be included.</p> <p>Composition-Compose 2 solos and 1 small ensemble pieces 16-32 measures in length. Using correct notation, use of notation software (Finale, Sibelius, Noteflight encouraged).</p> <p>Performance- Perform 3 different solo etudes from skill appropriate literature (Novice, Intermediate, Advanced) for either Snare Drum, Mallets or Timpani.</p>
Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

1. Instrumental Sectional Rehearsals

- Break students into groups by instrument (violins, trumpets, vihuelas, guitarróns, etc.).
- Focus on technique, tuning, and stylistic articulation unique to mariachi music.

2. Oral Tradition and Aural Learning

- Emphasize learning by ear, reflecting the traditional way mariachi music is transmitted.
- Use call-and-response exercises to build listening and memory skills.
- Encourage students to transcribe melodies and rhythms.

3. Repertoire-Based Learning

- Teach through standard mariachi repertoire (sones, rancheras, boleros, polkas).
- Include songs of varying difficulty and regional significance.

4. Cultural and Historical Context

- Integrate lessons on the history of mariachi, its regional styles, and key figures.
- Discuss the socio-political significance of mariachi in Mexican and Mexican-American identity.

5. Performance Practice

- Provide frequent performance opportunities: informal in-class, school events, and community performances.
- Emphasize stage presence, traditional attire, and audience engagement.

6. Language and Lyric Integration

- Teach Spanish lyrics with pronunciation and translation support.
- Include diction practice and lyrical interpretation.

7. Peer Teaching and Mentorship

- Pair experienced students with beginners for modeling and support.
- Encourage collaborative learning and ensemble cohesion.

8. Improvisation and Ornamentation

- Teach students common melodic embellishments and improvisational elements within stylistic boundaries.
- Use guided improvisation to deepen understanding of form and expression.

9. Musicianship and Theory

- Include theory related to mariachi (e.g., harmonic progressions, modes common in sones).
- Use solfège and rhythm reading to support sight-reading development.

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Performance-Based Assessments
Playing Tests / Video Submissions
Self and Peer Assessments
Listening Journals
Lyric Translation and Interpretation
Public Performances / Final Recital

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Standard(s) and Objective

Subject Area Content Standards:

ARTISTIC PERCEPTION: Sight-read music accurately and expressively (level of difficulty: 3; scale: 1-6)

CREATIVE EXPRESSION: 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; scale: 1-6)

HISTORICAL AND CULTURAL CONTEXT: Classify, by genre or style and historical period or culture, representative aural examples of music and explain the reasoning for the classification.

AESTHETIC VALUING: Listen and analyze selected works to derive the emotional content, cultural context, and how people respond to specific musical works from that culture.

CONNECTIONS, RELATIONSHIPS, APPLICATIONS: 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.