

# Perris Union High School District

## Course of Study

A. COURSE INFORMATION		
<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">MS General Music</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input checked="" type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<b>Grade Level</b> <input checked="" type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<b>Transcript Title/Abbreviation:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services)	<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets UC/CSU Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <b>Was this course <i>previously approved by UC</i> for PUHSD?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">SS: MUSIC</div> <p style="text-align: center; color: blue;"><i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Leslie F. Ventalita</div> <p style="text-align: center;">Signature <span style="float: right;">Date</span></p>	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Submitted by: Lorraine Kardos</b> <b>Site: Pinacate Middle School</b> <b>Date: 1/31/17</b>	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		2/17/17
Asst. Superintendent of Educational Services		2.27.17
Governing Board		

<b>Prerequisite(s) (REQUIRED):</b>
None
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
<b>This General Music Course will introduce students the the essential elements and skills of listening to, creating, performing and appreciating music. The course will cover the fundamental elements of music, traditional orchestral families of instruments, music notation and rhythm reading, historical periods of music from the Baroque Era to the 21st Century, technology in music creation and performance, music in popular culture (soundtracks, video games, musical theater, movie soundtracks, etc.) and the career opportunities available in the field music. The influence of the music of other cultures on American music will be highlighted as well. An opportunity to learn to play/sing simple melodies will also occur. Students who wish to later participate in a performance ensemble (i.e. band or choir) will have a solid grounding in the fundamentals of music literacy.</b>

**B. COURSE CONTENT**

<b>Course Purpose (REQUIRED):</b> <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>
<b>This curriculum update will include contemporary popular music styles, electronic performance media, technology based music production and contemporary careers in the music industry. The essential elements of basic music theory and the history of western music will be continued with the addition of opportunities to explore world music. Course materials and text are online.</b>
<b>Course Outline (REQUIRED):</b> <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>
<b><u>Students will be able to identify the symbols of musical Expression to include:</u></b>
<u>Dynamics</u> <ul style="list-style-type: none"> <li>● Common dynamic markings and their function, dynamic contrasts</li> <li>● The use of dynamics as an expressive device and how the choice of dynamics as an expressive device</li> </ul>

### Tempo

- Traditional tempo markings (allegro, moderato, largo, adagio)
- Transitional tempo markings (rubato, accelerando, ritardando, and the fermata)
- Tempo as an expressive device

### Articulation

- Articulation and articulation markings (tie, slur, staccato, accents)
- Articulation as an expressive device
- Phrasing
- Vocal and instrumental methods

### Mood

- Identify the mood of a variety of pieces (happy, sad, somber, bold, proud.....)

### **Students will be able to Read/Notate/Perform the elements of Rhythm to include:**

#### Beat

- Beat as a steady pulse
- Beat as the basis of rhythm
- Sub division of beat (Up beat, down beat, back beat) and anacrusis

#### Duration

##### Note/Rest Values

- Whole note, half note, dotted quarter note, quarter note and their equivalent rest
- Flagged and beamed eighth notes/sixteenth notes, simple dotted rhythms
- Tied notes

#### Meter

- 2/4, 3/4, 4/4 or Common Time, 2/2 or Cut Time
- Compound meters to include 6/8 and 3/8
- Mixed, changing and irregular meter

#### Pattern

- Combinations in simple meter
- Combinations in compound meter
- Even and uneven rhythmic patterns (dotted rhythms)
- Ostinato patterns and layered patterns
- Syncopation, swing eighths and rock rhythms

### **Students will be able to analyze and identify the elements of Form to include:**

#### Phrase Form

- Repetition and contrast
- Call and response, solo/chorus
- Introduction, interlude, and coda
- Phrase forms including : ab, abc, aaba, abab, aabab

- 12 Bar Blues
- Canons/Rounds and Fugue

#### Section Form

- Introduction, interlude and coda
- Verse/Refrain (AB)
- Section forms including AB, ABA, AABA, ABAB, ABB
- D. C. al fine (ABA)
- First and second endings
- D.S. al Fine
- Movement
- Theme and variations
- March
- Fugue
- Symphony, concerto, ballet opera, musical theater

**Students will be able to Identify/Read/ Notate and Perform the elements of Melody to include:**

#### Pitch and Direction

- Melodic contour
- Melodic sequence
- Whole and half steps
- Pitch intervals
- Pitch letter names
- Accidentals
- Blue notes
- Major/minor scales
- The manipulation of pitches as a compositional device, repetition, contrast, melodic ideas and development, theme, motive, melodic contrast

#### Tonality

- Tonal Center
- Key signatures
- Major/minor
- Whole/half steps, scales (major/minor, natural/harmonic minor, blues)
- Dorian Mode
- Modulation of key

#### Pattern

- Diatonic pitch patterns (solfege)
- Motive/motive manipulation
- Melodic ostinato/sequence/repetition
- Pitch in compositional devices (sequence, motivation, transposition)

**Students will listen to/analyze/describe the elements of Timbre and its effect on music:**

- Factors affecting sound quality: material/shape/size of source, the manner in which sound is produced and the location in which it is performed

Vocal

- Vocal Production: vocal ranges and tone qualities of individuals and groups to include male and female mature voices (SATB), groups/ensembles/vocal blending, a capella voices
- Vocal production and vocal styles including concert, popular, and musical theater
- Vocal production and style of diverse cultures
- Various music genre

Instrumental

- Various tone qualities/timbres produced by individual instruments/groups of instruments
- Large and small ensembles (band, orchestra, string quartet)
- The traditional families of instruments
- Instruments of diverse cultures, folk instruments
- Instrument making: student created instruments
- Electronic instruments (keyboards, guitars)
- Various music genre

**Students will recognize/analyze/describe the elements of musical Texture and Harmony:**

Texture

- Change in musical density
- Countermelodies
- Rounds/Canons
- Monophonic, homophonic and polyphonic textures

Harmony

- Major/minor triads
- Harmony in 3rds and 6ths
- Chord changes and progressions
- 2- and 3- part harmony
- Parallel and contrary motion
- Building chords with scales/intervals

**Students will Listen to/Analyze/Describe:**

Expression

- Expressive qualities in music- tempos/dynamics/articulation and how these qualities affect the mood of a

piece

- Appropriate tempo choices

### Rhythm/Form Melody

- Identify sectional forms, and theme and variation
- Identify/analyze/compare rhythmic elements in terms of steady beat, meter, rhythmic patterns and relative duration
- Identify/respond to characteristics of melody
- Identify diatonic intervals
- Augmentation/Diminution

### Timbre

- Identify/describe timbre of individual instruments combinations of instruments and ensembles
- Identify instruments from different cultures
- Discern individual and group timbres

**Students will be provided the opportunity to explore content and perform/improvise written music and create their own songs through one or more of the following at the school site:**

- Singing (recommended)
- Playing: Recorder (recommended)
- Playing: Percussion (pitched and non-pitched as available)
- Playing: Guitar (as available)

**Students will explore/describe how music functions in media and the entertainment industries including but not limited to:**

- The television industry
- The recording industry
- The movie industry
- The gaming industry
- Popular entertainment (concerts, events, ceremonies, musical theater)

**Students will Explore/Identify various careers in the music industry including but not limited to:**

- Composer/Arranger
- Director/Leader
- Performer/Singer/Instrumentalist
- Live Musical Theater Performer
- Musical Equipment Sales/Repair
- Music Publishing and Music Sales
- Sound Engineer/Recording Engineer
- Roadshow Assistant (“Roadie”)

- Artist Representative (Agent)
- Lawyer (Copyright/Contract/Legal Defense)

**Writing Assignments (REQUIRED):**

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

Rubric based assessment of:

- Listening Journals
- Powerpoint Presentations
- Research Portfolios
- Individual and Small Group Critiques
- Viewing/Listening Logs

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

Title: Interactive Music : Music16 SB INTRCTV MUS (RLZ) 6YR PKG GR. 7

Edition: 2017

Author: PEARSON/ SILVER BURDETT

ISBN: 971418263935

Publisher: Pearson

Publication Date: 2017

Usage:

- Primary Text
- Read in entirety or near

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*

If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks: \$ \$1,559.97 ( 6 YEAR ONLINE TEXT LIC. FEE)

Additional costs: \$750.00 for materials/supplies

Description of Additional Costs:

- Recorders (Song Flutes)
- Recorder method books
- Practice Pads/Stands
- Drum Sticks
- Small Rhythm and Percussion Instruments

**Total cost per class set of instructional materials:**

\$750.00 materials/supplies  
\$1,559.97 Text License (6 year package for one teacher log-on by site)

**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

Key Assignments:

Video/Slide Powerpoint listening journals (one per each unit) for classroom listening/viewing examples

Digital music song composition project

Early historical period composer research portfolio

Contemporary historical period composer research portfolio

Popular Music of the 21st Century listening journal

Recorder Performance (Solo or small group)

Careers in Music and Music Related Fields Exploration portfolio

Unit quizzes, tests and finals as related to the content covered by unit

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be use.

Whole Group Instruction

Direct Instruction

Demonstrations of musical instruments and equipment

Whole group practice and performance

Think Pair Share

Individual and Small Group Instruction

Jigsaw Activities



Expert Groups  
 Small Ensemble Practice and Performance

Hands-On Learning Activities  
 Interactive student centered instructional materials  
 Play along activities  
 Music Reading Activities  
 Listening Activities  
 Enrichment Activities  
 Animations and Videos  
 Sibelius Music Reading Notation/Finale Music Reading Notation

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**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

Rubric based assessment of:  
 Listening Journals  
 Powerpoint Presentations  
 Research Portfolios  
 Individual and Small Group Performance

Assessment of Content Specific Material:  
 Interactive Music Assessment Suite - Pre and post testing by Unit covered

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)				
Day(s)	Objective	Standard(s)	Chapter(s)	Reference
Unit 1	<b>Essential Elements of Music</b>			
Weeks 1-2	Students will gain basic knowledge of the vocabulary of music	1.0 Artistic Perception  Read and Notate Music:  1.3 Read Write	Teacher Generated Materials and Online Activities	Students entering class have no previous formal music training

		and perform rhythmic and melodic notation in duple, triple and mixed meters		
Weeks 3-4	Students will gain basic knowledge of the elements of rhythm notation	1.0 Artistic Perception  Read and Notate Music:  1.3 Read Write and perform rhythmic and melodic notation in duple, triple and mixed meters	Teacher Generated Materials and Online Activities  Supplemental materials and activities	Students entering class have no previous formal music training
Weeks 5-8	Students will gain basic knowledge of the elements of melodic notation	1.0 Artistic Perception  Read and Notate Music:  1.3 Read Write and perform rhythmic and melodic notation in duple, triple and mixed meters	Teacher Generated Materials and Online Activities  Supplemental materials and activities	Students entering class have no previous formal music training
Weeks 9-12 (to wk. 18)	Students will apply the acquired knowledge of rhythmic and melodic performance through the playing of simple melodies on recorders in whole class and small group practice and performance	1.0 Artistic Perception  Read and Notate Music:  1.3 Read Write and perform rhythmic and melodic notation in	Recorder Method Book  Song difficulty to increase from 0 to Level	Students entering class have no previous formal music training

		<p>duple, triple and mixed meters</p> <p>2.0 Creative Expression</p> <p>2.3 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</p>	1 difficulty as knowledge and skill level increase.	
Unit 2	<b>Sources of Musical Sound</b>			
Weeks 13-15	<p>The Voice: students will gain basic knowledge of the elements of Timbre and Range (Soprano, Alto, Tenor, Bass)</p> <p>Combining Voices: Students will gain basic knowledge of various choral groups, large and small vocal ensembles: Popular Music</p>	<p>1.0 Artistic Perception</p> <p>Listen to , Analyze and Describe Music</p> <p>1.5 Analyze and compare the use of musical elements representing various genres, style and cultures emphasizing tonality and intervals</p>	<p>Online examples</p> <p>Pearson Interactive Music</p> <p>Interactive Music\Unit 2, Lesson 1</p> <p>Interactive Music\Unit 2, Lesson 4</p>	Students entering class have no previous formal music training
Weeks 16-18	Musical Theater/Musicals			
	<b>Second Semester</b>			

Unit 3				
Weeks 19-21	<p>Families of Instruments: Students will gain basic knowledge of the traditional orchestral instruments: Woodwinds, Brass, Strings and Percussion</p> <p>Instrumental Groups: Students will gain basic knowledge of instrumental performing ensembles: Band, Orchestra, Small ensembles</p>	<p>1.0 Artistic Perception</p> <p>Listen to , Analyze and Describe Music</p> <p>1.5 Analyze and compare the use of musical elements representing various genres, style and cultures emphasizing tonality and intervals</p>	<p>Recorded examples of the instrument families</p> <p>“Young Person’s Guide to the Orchestra”</p> <p>“Peter and the Wolf”</p>	<p>Students entering class have no previous formal music training</p>
Weeks 21-24	<p>Music of the Great Composers: Through a survey of musical periods, students will gain a basic familiarity with the classical eras of music including The Baroque Era, The Classical Era, The Romantic Era, and the classical works of the 20th and 21st Century</p>	<p>Listen to , Analyze and Describe Music</p> <p>1.5 Analyze and compare the use of musical elements representing various genres, style and cultures emphasizing tonality and intervals</p>	<p>Recorded examples of period works</p> <p>Teacher generated listening guides</p> <p>Supplemental materials</p>	<p>Students entering class have no previous formal music training</p>
Unit 4	Listening	4.0 Aesthetic Valuing		
Weeks 25-27	<p>Student will listen to and/or perform a gospel</p>	<p>1.0 Listen/ Analyze / Describe</p> <p>1.5 Analyze and compare the use</p>	<p>Interactive Music\Unit 4</p>	

	<p>song, describe the experience and compare the musical elements that help define the songs genre and style. (4.0)</p> <p>Students will listen to and analyze a musical example and discern how dynamics are used express emotion (1.6)</p> <p>Students will listen to and analyze a musical example and discern how rhythms and polyrhythms are used to create tension</p> <p>Students will experience, explore, compare and contrast, and evaluate live and recorded musical performances and compare them to exemplary models. (4.3)</p> <p>Students will analyze a musical example and discern how subject and imitation are used in the form of the Fugue (.6)</p> <p>Students will analyze a musical example and discern the use of rhythm and timbres as characteristics of a musical style (1.6)</p> <p>Students will listen to and analyze a musical example and learn how tempo and timbre can be used as expressive choices in music (1.6)</p> <p>Students will listen to a musical example and analyze the use of melody and timbre to create unity and contrast in musical form and how rhythm and accents can support a visual animation</p>	<p>of musical elements representing various genres, styles and culture emphasizing tonality and intervals</p> <p>1.6 Describe larger musical forms (Fugue)</p> <p>4.0 Responding to, Analyzing and Making Judgements About Works of Music</p> <p>Students critically assess and derive meaning from the works of music and the performance of musicians according to the elements of music, aesthetic qualities and human response</p> <p>4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions</p> <p>4.2 Apply criteria appropriate for</p>	<p>Lesson 1</p> <p>Lesson 2</p> <p>Lesson 3</p> <p>Lesson 4</p> <p>Lesson 5</p> <p>Lesson 6</p>	
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		the style or genre of music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.		
Weeks 28-30	<p>Rhythm and Music of America and World Cultures</p> <p>Students will describe, demonstrate and examine the musical elements in a cultural folksong and will compare and contrast these elements with another song of the same culture.</p>	<p>3.0 Historical and Cultural Context</p> <p>Students analyze the role of music in past and present cultures throughout the world , noting the cultural diversity as it relates to music, musicians, and composers.</p> <p>3.1 Compare music from various cultures as to some of the functions music serves and the roles of musicians.</p> <p>Diversity of Music</p> <p>3.3 Identify and describe distinguishing characteristics of musical</p>	<p>Interactive Music\Unit 6</p> <p>Lesson 2</p>	

<p>Weeks 31-33</p>	<p>Students will view Musicals and analyze key songs and performances</p> <p>Students will write “reviews” and “critiques” of key songs and performances using the technical terminology associated with music and the style or genre being performed</p>	<p>genres and styles from a variety of cultures.</p> <p>3.5 Identify instruments from a variety of cultures visually and aurally</p> <p>5.0 Connections/ Relationships/ Applications</p> <p>5.1 Identify similarities and differences in the meanings of common terms used in various arts and other subject areas</p>	<p>Musical excerpts</p>	
<p>Weeks 34-36</p>	<p>Careers in Music</p> <p><b>Students will explore/describe how music functions in media and the entertainment industries including but not limited to: (5.2)</b></p> <ul style="list-style-type: none"> <li>● The television industry</li> <li>● The recording industry</li> <li>● The movie industry</li> <li>● The video game industry</li> <li>● Popular entertainment (concerts, events, ceremonies, musical theater)</li> </ul> <p><b>Students will Explore/Identify various careers in the music industry including but not limited to: (5.3)</b></p> <ul style="list-style-type: none"> <li>● Composer/Arranger</li> </ul>	<p>5.0 Connections/ Relationships/ Applications</p> <p>5.1 Identify similarities and differences in the meanings of common terms used in various arts and other subject areas</p>	<p>Online student research</p> <p>Supplemental materials</p>	

	<ul style="list-style-type: none"> <li>● Director/Leader</li> <li>● Performer/Singer/Instrumentalist</li> <li>● Live Musical Theater Performer</li> <li>● Musical Equipment Sales/Repair</li> <li>● Music Publishing and Music Sales</li> <li>● Sound Engineer/Recording Engineer</li> <li>● Roadshow Assistant (“Roadie”)</li> </ul>			
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**C. HONORS COURSES ONLY**

Indicate how much this honors course is different from the standard course.

**D. BACKGROUND INFORMATION**

**Context for course (optional)**

**History of Course Development (optional)**

This is the first curriculum update made for this course since updating the textbook in 1990.