



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">General Music</div> <p> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">106591, 106592</div> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: CALPADS CODE:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 50%; padding: 2px;">VAPA</td> <td style="width: 50%; padding: 2px;">9295</td> </tr> </table>	VAPA	9295	<p>Subject Area:</p> <p> <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 checked="" type="checkbox"/> Other </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p>If yes, which pathway does this course align to? Pathway Name:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-bottom: 5px;"></div>	<p>Grade Level(s)</p> <p> <input checked="" type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 </p>				
VAPA	9295							
<p>Was this course <u>previously approved by UC for PUHSD?</u></p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services) </p> <p>Which A-G Requirement does/will this course meet?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 50%; padding: 2px;">F</td> <td style="width: 50%; padding: 2px;"><input checked="" type="checkbox"/> Pending</td> </tr> </table>	F	<input checked="" type="checkbox"/> Pending	<p style="text-align: center; background-color: yellow;">Credential Required to teach this course: To be completed by Human Resources only.</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Single Subject: Music</div> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <tr> <td style="width: 70%; padding: 5px; text-align: center;"> </td> <td style="width: 30%; padding: 5px; text-align: center;"> 3/11/2024 </td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table>			3/11/2024	Signature	Date
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Signature	Date							
<p>Submitted by: Matthew Thomas Site: SSC Date: 03/01/24 Email: matthew.thomas@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p> <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: </p>							
Approvals	Name/Signature	Date						
Director of Curriculum & Instruction		13/13/24						
Asst. Superintendent of Educational Services	Kindy Lee Machanul	3/14/24						
Governing Board								

Prerequisite(s) (REQUIRED):

None

Corequisite(s) (REQUIRED):

None

Brief Course Description (REQUIRED):

Music is a theory based course designed to help students develop fundamental skills in analyzing, reading, and creating music. By processing, analyzing and responding to music students will gain valuable knowledge in all aspects of making and understanding music, including listening, performing, reading, and writing. They will also learn terminology vital for being able to communicate with others about music. Students will perform on an instrument by oneself and/or in ensembles. Students will learn how music is used in a variety of situations and its influence in their culture. Through the implementation of in-class annual performances (Fall, Winter, and Spring) students will develop confidence and fluency in demonstrating their understanding of previously learned concepts. This involves learning through active practice, rehearsal and creation as well as performance and exhibition. A more focused study of the Historical and Cultural Context will be completed through the works of classical composers to gain an understanding of the historical contributions and cultural dimensions of their works.

B. COURSE CONTENT**Course Purpose (REQUIRED):**

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.

This course is designed to develop students' ability to recognize, understand, and describe the basic processes of music that are heard or presented. With these skills, students will perform musical works with expression, technical accuracy, tone quality, and articulation. In addition, students will research musical careers and the role and function of music in our society. By working together student musicians will gain an understanding of the community and develop together from the efforts and goals achieved as a class. Students will be introduced to professional musicians and learn more about careers within their field.

Course Outline (REQUIRED):

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.

Unit 1: Historical Background - Understanding music in relation to history and culture.

Students will develop an understanding of the Staff, Keyboard, Treble Clef, Bass Clef and the Great Staff. Students will practice deciphering written music and drawing notes with heads and stems on the correct lines and spaces. Also, students will learn correct use of ledger lines, direction of the stems, and system of basic melody construction. After sufficient understanding of note reading has occurred, students will transfer their knowledge of pitch relationships to write a melodic on staff paper.

Unit 1: Assignments

- Students will compose a piece of music using cut outs of notes and assemble them onto a large poster size Great Staff. Using the Chapter 1 Sample Composition (See Index) as a model, compose a piece that is 2 lines long. Make sure that your score is neatly presented, with clear indications of timing, notes and position on staff.
- Chord Performance Quiz 1
- Chord Performance Quiz 2
- Chord Performance Quiz 3

Unit 2: Rhythms and Meter

Students will explore Quarter-, half-, and whole-notes in 4/4 meter, Eighth-notes and sixteenth-notes, Dots and ties, Rests, Duple meter (2/4), Triple meter (3/4), Compound meter (6/8), and Syncopation. Students learn basic rhythms and correct interpretations of the time signature. Students are responsible for counting rhythms in duple, triple, and quadruple meters as well as assigning a numerical system for the placement of the counts in each measure. Once sufficient understanding of rhythmic counting has been assessed for whole, half, quarter, and sixteenth notes, as well as their related dotted rhythms and accompanying rests, students are directed to listen to drum beats in rock music as a simple way of organizing basic rhythms. Several examples are listened to and discussed as variations of the basic rock beat are analyzed as it pertains to bass drum, snare drum, and high hat. The synthesis activity is to have students compose their own rock drum pattern.

Unit 2: Assignments

- Students will write a four-measure repeatable pattern for any rhythm instrument to accompany a given melodic and chordal background. Students will also write a fill for the fourth measure to help structure the four measure phrases and to provide momentum for the pattern. Students will listen to complete compositions as a class for discussion and reflection.
- Parts of the Guitar Quiz #1
- Chord Performance Quiz 4
- Chord Performance Quiz 5
- Chord Performance Quiz 6

Unit 3: Major and Minor Scales

In this unit students will analyze and create various instruments and their function within a composition. Key vocabulary (harmony, timbre, accompaniment, etc) will be utilized as the students describe the function and use of each instrument as part of a larger composition. In addition students will

collaborate in small groups to create a "band" with which they will create and perform their compositions from the previous unit.

Unit 3: Assignments

- Using household items, students will create their own instruments from the percussion, woodwind, and string families. Students will then perform their original compositions on their original Instruments.
- Students will record versions of the songs they have learned to play (cover and original songs); students will produce these recordings themselves using the school's Media Arts Center (studio).
- Students will create a series of written responses to a series of questions regarding the analysis of musical elements.

Unit 4: Intervals - Classical Music History

Students will analyze, differentiate, and categorize various modern genres of music. Through this unit students will explore the modern genres for instrument usage, lyrical content, target demographics, and categorize songs from that genre. In addition students will analyze the genres for artistic value and not just personal preference.

Unit 4: Assignments

- The culminating project will consist of a created playlist. Students will select a genre that they don't have a lot of personal experience with. They will compile a playlist of at least 20 songs that all align with the selected genre. Students will provide information on chosen artists, songs, and the order of the playlist citing aesthetic value, instrumentation and lyrical similarities, and overall "vibe."
- **Leitmotifs:** Analyzing Film Score: How music works with moving image
 - Students will examine musical arrangements and scores that represent characters, places or ideas to help contribute to the narrative.
 - Students will create written responses to a series of questions regarding the analysis of musical scores.

Year End Final Project

- Students will give a live performance that students will be held accountable for producing and performing before a live audience.

Writing Assignments (REQUIRED):

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

Unit 2: Rhythms and Meter Writing Assignment

- Students will write a four-measure repeatable pattern for any rhythm instrument to accompany a given melodic and chordal background. Students will also write a fill for the fourth measure to help structure the four measure phrases and to provide momentum for the pattern. Students will listen to complete compositions as a class for discussion and reflection.

Unit 3: Major and Minor Scales Writing Assignment

- Students will create a series of written responses to a series of questions regarding the analysis of

musical elements.

Unit 4: Intervals - Classical Music History

Students will create written responses to a series of questions regarding the analysis of musical scores.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: A Practical Approach to Understanding Music Theory	Edition:
Author: Charles Brooks	ISBN:
Publisher: LibreTexts Common	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input checked="" type="checkbox"/> Read in entirety or near	

Textbook #2

Title: Open Music Theory-Fundamentals	Edition:
Author: Prince George's Community College	ISBN:
Publisher: LibreTexts Common	Publication Date: 2/22/24
Usage: <input type="checkbox"/> Primary Text <input checked="" type="checkbox"/> 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 a backup as applicable.

Cost for a class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
Total cost per class set of instructional materials:	\$

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

Unit 1: Key Assignments

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Unit 2: Key Assignments

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Year End Final Project

- Students will give a live performance that students will be held accountable for producing and performing before a live audience.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

- Oral In-Class Participation/Classwork/Homework
- Focus Activities
- Homework/Classwork
- Student Presentations
- Quizzes and Tests
- Writing Assessments
- Projects

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

- Writing Assessments
- Performance Assessments
- Lesson Assessments
- Unit/Chapter Assessments
- Individual Presentations
- Group Presentations