

**First Six Weeks****I. PERFORMANCE SKILLS**

- A. Performing
  - 1. Describe and demonstrate the musical style characteristics that distinguish jazz from other styles
  - 2. Describe and demonstrate rhythm patterns in Mexican folk songs
  - 3. Perform rhythms showing different beats and accents
  - 4. Describe, identify and perform syncopation
- B. Critiquing
  - 1. Cite pieces, artists, and characteristics that exemplify selected styles
  - 2. Discuss relative tolerance for a variety of music available, citing own and peer group's musical preferences
  - 3. Evaluate performances of western and Chinese opera
  - 4. Analyze popular dance music, and form
- C. Creating
  - 1. Analyze popular dance music
  - 2. Interpret Mariachi rhythms
  - 3. Create rhythm soundtracks
  - 4. Improvise and create rhythm patterns
  - 5. Analyze rhythm patterns
  - 6. Define rhythm cycle
  - 7. Compare several waltz medleys
- D. Music Theory
  - 1. Perceptive listening
  - 2. Analyze theory concepts
    - a. expression
    - b. color
    - c. origin
  - 3. Analyze rhythm patterns
  - 4. Define tempo
  - 5. Critique musical movement in relation to overall performance

**II. TECHNOLOGY INTEGRATION**

- A. Musical Styles
  - 1. create a midi composition within given criteria
- B. Rhythm Patterns
  - 1. analyze rhythm patterns in given criteria
- C. Syncopation
  - 1. Identify, clap, and sing syncopation in given material
- D. Afro-Cuban Rhythm Styles
  - 1. Identify, clap, and sing Afro-Cuban rhythms in given material

**III. HISTORY AND CULTURE**

- A. Cultural Context
  - 1. Define diversity in given music samples
  - 2. Define cultural identification
  - 3. Research multicultural music
  - 4. Research Native American dance

**First Six Weeks**

- B. Music History and People
  - 1. Define the relationship between music and the environment
  - 2. Research the biographies of the following musicians
    - a. Ella Fitzgerald
    - b. Wynton Marsalis
    - c. Cole Porter
    - d. Scott Joplin
    - e. N. Rimsky-Korsakov
    - f. Leonard Bernstein
    - g. William Grant Still
    - h. Igor Stravinsky
  - 3. Research musical groups
    - a. STOMP

**Second Six Weeks****I. PERFORMANCE SKILLS**

- A. Performing
  - 1. Identify and describe vocal styles based on 10<sup>th</sup> Century music
  - 2. Perform major scales on instruments
  - 3. Interpret musical mood and meaning through vocal timbre
  - 4. Identify and describe instruments used during the Renaissance
  - 5. Analyze the melody of several listening selections
  - 6. Perform an ostinato as a vocal ensemble
- B. Critiquing
  - 1. Compare performances from several listening selections
  - 2. Evaluate the quality of a selected performance
  - 3. Distinguish quality performance from several examples
  - 4. Compare and contrast virtuosity in performances
- C. Creating
  - 1. Interpret performed music
  - 2. Identify and describe call and response text
  - 3. Research Aleatoric compositions
- D. Music Theory
  - 1. Compare and contrast rondo form using different textures
  - 2. Describe expressive effect of stylistic treatment
  - 3. Identify and discuss the five categories of instruments
  - 4. Identify musical organization
  - 5. Identify and define several different musical forms

**II. TECHNOLOGY INTEGRATION**

- A. Theme
  - 1. Identify instruments or voices used in a composition
- B. Tone Color
  - 1. Analyze tone quality of selected MIDI examples
- C. Theme and Variations
  - 1. Compose an 8 measure theme
- D. Gamelon Orchestra
  - 1. Compare and contrast the tone and texture of a gamelon orchestra to a traditional orchestra

**Second Six Weeks****III. HISTORY AND CULTURE**

- A. Cultural Context
  - 1. Identify and analyze prejudice as it relates to music
  - 2. Describe and research African musical styles
  - 3. Investigate the role music had on social protest
  - 4. Research music from Bali
- B. Music History and People
  - 1. Research what takes place at a concert during the classical period
  - 2. Research the biographies of the following musicians
    - a. Marian Anderson
    - b. John Cage
    - c. Louis Armstrong
    - d. Franz Liszt
    - e. Nicolo Paganini
    - f. Giovanni Gabrieli
    - g. Joan Baez
    - h. Ludwig Van Beethoven
    - i. Wolfgang Amadeus Mozart
    - j. Robert Schumann
  - 3. Research Performance Perspective of different style musicians
  - 4. Describe Audience Perspective at several performances
    - a. orchestra
    - b. rock concert
    - c. opera
    - d. concerto competition
    - e. recital
    - f. concert festival
  - 5. Create a time-line that shows the evolution of notation in Western music

**Third Six Weeks****I. PERFORMANCE SKILLS**

- A. Performing
  - 1. Identify and describe Aleatoric music
  - 2. Identify and describe chord progressions in selected music
  - 3. Differentiate between accompaniment and melodic instrumentation
  - 4. Compare and contrast counter-melody vs. melody in selected music
- B. Critiquing
  - 1. Describe the role of emotions in music
  - 2. Compare march styles
  - 3. Compare ragtime styles
  - 4. Describe expressive qualities and structural effects of music

**Third Six Weeks**

- C. Creating
  - 1. Compose memorial lyrics
  - 2. Compose an accompaniment appropriate for a gospel style
  - 3. Create new text for a song
  - 4. Improvise a gospel song
- D. Music Theory
  - 1. Analyze form
  - 2. Identify structural segments in musical compositions
  - 3. Analyze scales and chords
  - 4. Sing and perform intervals relative to the major keys
  - 5. Evaluate the acoustical setup for your school

**II. TECHNOLOGY INTEGRATION**

- A. Fugue
  - 1. analyze and create a fugue subject with midi
- B. Arranging
  - 1. create a subject for a fugue
- C. Theme and Variations
  - 1. Improvise a variation of a fugue subject
- D. Accompaniment
  - 1. Describe possible accompaniments for fugues and theme variations

**III. HISTORY AND CULTURE**

- A. Cultural Context
  - 1. Research music from Cuba
  - 2. Research historical events that influenced music or vice-versa
  - 3. Create lyrics to a love song
  - 4. Describe and research the role of religious music in society
  - 5. Analyze the impact music has on celebration
- B. Music History and People
  - 1. Research the biographies of the following musicians
    - a. J. S. Bach
    - b. John Phillip Sousa
    - c. Elton John
    - d. Stephen Foster
    - e. George F. Handel
    - f. George Gershwin
    - g. Thomas Andrew Dorsey
    - h. Felix Mendelssohn
    - i. Martin Luther
    - j. Irving Berlin
    - k. Peter Tchaikousky
    - l. Charles Ives
  - 2. Research the livelihood of a composer during the classical period
  - 3. Research the role religion played in composition
  - 4. Research the history of the traditional wind ensemble

**Fourth Six Weeks****I. PERFORMANCE SKILLS**

- A. Performing
  - 1. Describe the following musical styles
    - a. folk hymn
    - b. bugle call
    - c. Arabic song
  - 2. Identify chordal patterns in several musical styles
  - 3. Perform a 12 bar blues progression
  - 4. Define the role and usefulness of electronic instruments in 20<sup>th</sup> century music
- B. Critiquing
  - 1. Identify and describe instrument tone color
  - 2. Justify choice of music
  - 3. Analyze texture
  - 4. Describe the differences of transcriptions and arrangements
  - 5. Describe role of chorus, narrator, and characters
- C. Creating
  - 1. Improvise on a single pitch
  - 2. Create an accompaniment
  - 3. Create a harmony part
  - 4. Create an arrangement
  - 5. Create a 12 bar Blues pattern
  - 6. Create a Blues song interlocking rhythm, theme, and variations and a tone-row composition
- D. Music Theory
  - 1. Describe the expressive effect of setting
  - 2. Analyze single-pitch as a structural device
  - 3. Describe the relationship between perceptive listening and the creative process
  - 4. Define modulation
  - 5. Analyze interlocking rhythms
  - 6. Define terms relative to electronic music

**II. TECHNOLOGY INTEGRATION**

- A. Art Song
  - 1. create an art song that utilizes musical motive and song elements
- B. Improvisation
  - 1. improvise a melody with 7 beats in a measure
- C. 12 Bar Blues
  - 1. improvise within a 12 bar Blues pattern
- D. Synthesized Sounds
  - 1. Create a midi composition that uses unique synthesized sounds

**III. HISTORY AND CULTURE**

- A. Cultural Context
  - 1. Investigate cultural traditions in New Orleans, Bali, and West Africa
  - 2. Analyze the need to preserve cultural traditions
  - 3. Research musical theatre traditions in Bali

**Fourth Six Weeks**

- B. Music History and People
1. Research the biographies of the following musicians
    - a. Frederic Chopin
    - b. Eric Clapton
    - c. Billie Holiday
    - d. Franz Schubert
    - e. Hector Berlioz
    - f. G. Rossini
    - g. W. C. Handy
    - h. Arnold Schoenberg
    - i. Tod Machover
    - j. Karlheinz Stockhausen
  2. Describe how musical expressions can represent death
  3. Research and describe the role of arrangers and composers
  4. Research the development of the Blues style
  5. Research the development of 12-tone music
  6. Research the history of electronic music

**Fifth Six Weeks****I. PERFORMANCE SKILLS**

- A. Performing
1. Perform a gospel song
  2. Sing songs from musical theatre
  3. Perform a motive
  4. Perform rhythms in selected film scores
- B. Critiquing
1. Justify musical choices for films
  2. Analyze how music reflects character
  3. Describe how music expresses contrasting moods/ideas simultaneously
- C. Creating
1. Create an electronic composition
  2. Create an arrangement
  3. Arrange a gospel song
  4. Create a soundtrack
- D. Music Theory
1. Understand and identify tessitura and vocal ranges
  2. Research dramatic tools as applied to music theory
  3. Understand the use of libretto as a function of opera
  4. Analyze dissonance as an expressive effect

**II. TECHNOLOGY INTEGRATION**

- A. Musical Mood
1. Use MIDI to score a scene of a film
- B. Transition
1. Compose a musical theatre piece that features both song and spoken text

**Fifth Six Weeks**

- C. Character
  - 1. Compose an aria where the music changes character to reflect the storyline
- D. Film Music
  - 1. Compose a film score using music to enhance drama

**III. HISTORY AND CULTURE**

- A. Cultural Context
  - 1. Research American folk music
  - 2. Research the origin of songs
- B. Music History and People
  - 1. Research the biographies of the following musicians
    - a. Aaron Copeland
    - b. Duke Ellington
    - c. Libby Larsen
    - d. Oscar Hammerstein II
    - e. Richard Rodgers
    - f. Andrew L. Webber
    - g. George Bizet
    - h. Carreras, Domingo, Pavarotti
    - i. James Levine
    - j. Samuel Barber
    - k. Alan Menken
    - l. John Williams
    - m. Thomas Edison, B. Kaper, M. Steiner
    - n. F. Waxman
    - o. Richard Strauss
  - 2. Compare and contrast the styles of modern vs. classical composers
  - 3. Analyze the skills and abilities of an effective composer
  - 4. Research the history of musical theatre
  - 5. Research the origins of comic opera
  - 6. Research the history of music and its role in film

**Sixth Six Weeks****I. PERFORMANCE SKILLS**

- A. Performing
  - 1. Perform rhythmic and melodic patterns
  - 2. Perform a ballad
  - 3. Play and sing a pentatonic scale
- B. Critiquing
  - 1. Classify music videos
  - 2. Compare and contrast storyboards
  - 3. Analyze instrumental tone, color, and form
  - 4. Analyze tolerance to determine musical styles

**Sixth Six Weeks**

- C. Creating
  - 1. Create a storyboard
  - 2. Create a rap
  - 3. Create a jazz improvisation based on a major key
  - 4. Create a popular style composition
  - 5. Create a musical repertoire
- D. Music Theory
  - 1. Research the effects of minimalist music
  - 2. Analyze the concerts in several time periods
  - 3. Analyze the Doran mode
  - 4. Describe the function of combining musical styles
  - 5. Research and brainstorm the role of music

**II. TECHNOLOGY INTEGRATION**

- A. Latin Music
  - 1. Create a Latin jazz composition
- B. Renaissance Music
  - 1. Create an instrumental dance piece
- C. Jazz Solos
  - 1. Create a bebop solo
- D. Folk Music
  - 1. Compose in the elements of different folk styles
- E. Blending Musical Styles
  - 1. Compose a piece of music featuring different styles
- F. Futuristic Music
  - 1. Compose a futuristic piece of music

**III. HISTORY AND CULTURE**

- A. Cultural Context
  - 1. Describe the role women played in musical development throughout history
  - 2. Research musical cultural development in the 20<sup>th</sup> century
  - 3. Examine the value of cross-Cultural Influences
  - 4. Identify and define pluralism in context
- B. Music History and People
  - 1. Research the biographies of the following musicians
    - a. Philip Glass
    - b. B. B. King
    - c. John Corigliano
    - d. Franz J. Haydn
    - e. Antonio Vivaldi
    - f. Benny Goodman
    - g. Charlie Parker
    - h. Glaude Debussy
    - i. George Gershwin
    - j. L. M. Gottschalk
  - 2. Research opera
  - 3. Identify and discuss opportunities to perform in community organizations
  - 4. Compare and contrast western popular music to classical music
  - 5. Discuss styles of the future