

**Stockton Unified School District  
Scope & Sequence  
Music Appreciation – High School**

<b>1<sup>st</sup> Six Weeks</b>	<b>2<sup>nd</sup> Six Weeks</b>	<b>3<sup>rd</sup> Six Weeks</b>
<p style="text-align: center;"><b>PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Performing               <ul style="list-style-type: none"> <li>- Characteristics of Jazz</li> <li>- Rhythm Patterns</li> <li>- Beat and Accent</li> <li>- Syncopation</li> </ul> </li> <li>• Critiquing               <ul style="list-style-type: none"> <li>- Musical Style Comparison</li> <li>- Personal Listening Habits</li> <li>- Performance Evaluation</li> <li>- Analyzation</li> </ul> </li> <li>• Creating               <ul style="list-style-type: none"> <li>- Popular Dance Music</li> <li>- Mariachi Rhythms</li> <li>- Rhythm Soundtracks</li> <li>- Improvise and Create Rhythm Patterns</li> <li>- Rhythm Cycle</li> <li>- Waltz Melody</li> </ul> </li> <li>• Music Theory               <ul style="list-style-type: none"> <li>- Perceptive Listening</li> <li>- Analysis</li> <li>- Rhythm Patterns</li> <li>- Tempo</li> <li>- Musical Movement</li> </ul> </li> </ul>	<p style="text-align: center;"><b>PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Performing               <ul style="list-style-type: none"> <li>- Vocal Styles</li> <li>- Major Scales</li> <li>- Interpretation</li> <li>- Instruments</li> <li>- Melody</li> <li>- Ostinato</li> </ul> </li> <li>• Critiquing               <ul style="list-style-type: none"> <li>- Performance Comparison</li> <li>- Evaluation Quality</li> <li>- Distinguish</li> <li>- Compare and Contrast</li> </ul> </li> <li>• Creating               <ul style="list-style-type: none"> <li>- Interpret Performed Music</li> <li>- Call and Response Text</li> <li>- Aleatoric Composition</li> </ul> </li> <li>• Music Theory               <ul style="list-style-type: none"> <li>- Texture</li> <li>- Interpretation</li> <li>- Instrument Classification</li> <li>- Musical Organization</li> <li>- Musical Form</li> </ul> </li> </ul>	<p style="text-align: center;"><b>PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Performing               <ul style="list-style-type: none"> <li>- Aleatoric Music</li> <li>- Chords</li> <li>- Accompaniment</li> <li>- Counter-melody</li> </ul> </li> <li>• Critiquing               <ul style="list-style-type: none"> <li>- Emotions</li> <li>- March</li> <li>- Ragtime</li> <li>- Expressive Qualities</li> </ul> </li> <li>• Creating               <ul style="list-style-type: none"> <li>- Memorial Lyrics</li> <li>- Accompaniment</li> <li>- New Text</li> <li>- Gospel Song Improvisation</li> </ul> </li> <li>• Music Theory               <ul style="list-style-type: none"> <li>- Form</li> <li>- Structure</li> <li>- Scales and Chords</li> <li>- Intervals</li> <li>- Acoustics</li> </ul> </li> </ul>
<b>TECHNOLOGY INTEGRATION</b>	<b>TECHNOLOGY INTEGRATION</b>	<b>TECHNOLOGY INTEGRATION</b>
<ul style="list-style-type: none"> <li>• Musical Styles</li> <li>• Rhythm Patterns</li> <li>• Syncopation</li> <li>• Afro-Cuban Rhythm Styles</li> </ul>	<ul style="list-style-type: none"> <li>• Theme</li> <li>• Tone Color</li> <li>• Theme and Variations</li> <li>• Gamelon Orchestra</li> </ul>	<ul style="list-style-type: none"> <li>• Fugue</li> <li>• Arranging</li> <li>• Theme and Variations</li> <li>• Accompaniment</li> </ul>
<b>HISTORY AND CULTURE</b>	<b>HISTORY AND CULTURE</b>	<b>HISTORY AND CULTURE</b>
<ul style="list-style-type: none"> <li>• Cultural Context               <ul style="list-style-type: none"> <li>- Diversity</li> <li>- Cultural Identification</li> <li>- Multicultural Music</li> <li>- Native American Dance</li> </ul> </li> <li>• Music History and People               <ul style="list-style-type: none"> <li>- Environment</li> <li>- Musicians/Profiles</li> <li>- Musical Groups</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Context               <ul style="list-style-type: none"> <li>- Prejudice</li> <li>- African Music</li> <li>- Social Protest</li> <li>- Music From Bali</li> </ul> </li> <li>• Music History and People               <ul style="list-style-type: none"> <li>- Performance Organization</li> <li>- Musicians/Profiles</li> <li>- Performance Perspective</li> <li>- Audience Perspective</li> <li>- Notation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Context               <ul style="list-style-type: none"> <li>- Music From Cuba</li> <li>- Historical Events</li> <li>- Love Songs</li> <li>- Religious Music</li> <li>- Music for Celebrations</li> </ul> </li> <li>• Music History and People               <ul style="list-style-type: none"> <li>- Musicians/Profiles</li> <li>- Composer's Work</li> <li>- Religious Tradition</li> <li>- Bands</li> </ul> </li> </ul>

**Stockton Unified School District  
Scope & Sequence  
Music Appreciation – High School**

<b>4<sup>th</sup> Six Weeks</b>	<b>5<sup>th</sup> Six Weeks</b>	<b>6<sup>th</sup> Six Weeks</b>
<b>PERFORMANCE SKILLS</b>	<b>PERFORMANCE SKILLS</b>	<b>PERFORMANCE SKILLS</b>
<ul style="list-style-type: none"> <li>• Performing               <ul style="list-style-type: none"> <li>- Musical Styles</li> <li>- Chords</li> <li>- Blues</li> <li>- Electronic Instruments</li> </ul> </li> <li>• Critiquing               <ul style="list-style-type: none"> <li>- Tone Color</li> <li>- Musical Choice</li> <li>- Texture</li> <li>- Transcriptions vs. Arrangements</li> <li>- Roles</li> </ul> </li> <li>• Creating               <ul style="list-style-type: none"> <li>- Single Pitch</li> <li>- Improvisation</li> <li>- Accompaniment</li> <li>- Harmonization</li> <li>- Arrangement</li> <li>- Blues</li> <li>- Tone Row Composition</li> </ul> </li> <li>• Music Theory               <ul style="list-style-type: none"> <li>- Settings</li> <li>- Single Pitch Structure</li> <li>- Perceptive Listening</li> <li>- Modulation</li> <li>- Interlocking Rhythms</li> <li>- Electronic Terms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Performing               <ul style="list-style-type: none"> <li>- Gospel</li> <li>- Musical Theatre</li> <li>- Motive</li> <li>- Film Music</li> </ul> </li> <li>• Critiquing               <ul style="list-style-type: none"> <li>- Justification of Choices</li> <li>- Music and Character</li> <li>- Contrasting Moods and Ideas</li> </ul> </li> <li>• Creating               <ul style="list-style-type: none"> <li>- Electronic Composition</li> <li>- Arrangement</li> <li>- Gospel Song</li> <li>- Soundtrack</li> </ul> </li> <li>• Music Theory               <ul style="list-style-type: none"> <li>- Vocal Ranges</li> <li>- Dramatic Tools</li> <li>- Libretto</li> <li>- Dissonance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Performing               <ul style="list-style-type: none"> <li>- Rhythmic and Melodic Patterns</li> <li>- Ballad</li> <li>- Pentatonic Patterns</li> </ul> </li> <li>• Critiquing               <ul style="list-style-type: none"> <li>- Music Videos</li> <li>- Storyboards</li> <li>- Tone Color</li> <li>- Tolerance of Musical Styles</li> </ul> </li> <li>• Creating               <ul style="list-style-type: none"> <li>- Storyboard</li> <li>- Rap</li> <li>- Jazz Improvisation</li> <li>- Popular Style</li> <li>- Musical Repertoire</li> </ul> </li> <li>• Music Theory               <ul style="list-style-type: none"> <li>- Minimalism</li> <li>- Concerto Form</li> <li>- Modes</li> <li>- Combining Musical Styles</li> <li>- Role of Music</li> </ul> </li> </ul>
<b>TECHNOLOGY INTEGRATION</b>	<b>TECHNOLOGY INTEGRATION</b>	<b>TECHNOLOGY INTEGRATION</b>
<ul style="list-style-type: none"> <li>• Art Song</li> <li>• Improvisation</li> <li>• 12 Bar Blues</li> <li>• Synthesized Sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Musical Mood</li> <li>• Transition</li> <li>• Character</li> <li>• Film Music</li> </ul>	<ul style="list-style-type: none"> <li>• Latin Music</li> <li>• Renaissance Music</li> <li>• Jazz Solos</li> <li>• Folk Music</li> <li>• Blending Musical Styles</li> <li>• Futuristic Music</li> </ul>
<b>HISTORY AND CULTURE</b>	<b>HISTORY AND CULTURE</b>	<b>HISTORY AND CULTURE</b>
<ul style="list-style-type: none"> <li>• Cultural Context               <ul style="list-style-type: none"> <li>- Cultural Traditions</li> <li>- Cultural Preservation</li> <li>- Musical Theatre</li> </ul> </li> <li>• Music History and People               <ul style="list-style-type: none"> <li>- Musicians/Profiles</li> <li>- Expressions of Death</li> <li>- Arranger vs. Composer</li> <li>- Blues</li> <li>- 12-tone System</li> <li>- Electronic Music</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Context               <ul style="list-style-type: none"> <li>- American Folk Music</li> <li>- Song Origin</li> </ul> </li> <li>• Music History and People               <ul style="list-style-type: none"> <li>- Musicians/Profiles</li> <li>- Modern Composers</li> <li>- Skills and Abilities</li> <li>- Musical Theatre</li> <li>- Opera Comic</li> <li>- Music for Film</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Context               <ul style="list-style-type: none"> <li>- Women</li> <li>- Cultural Development</li> <li>- Cross-Cultural Influences</li> <li>- Pluralism</li> </ul> </li> <li>• Music History and People               <ul style="list-style-type: none"> <li>- Musicians/Profiles</li> <li>- Opera</li> <li>- Community Organizations</li> <li>- Western Popular Music</li> <li>- Styles of the Future</li> </ul> </li> </ul>