High School Music Appreciation Curriculum

Course Description: This is a non-performance class that explores music of various styles through listening experiences. All styles of music are covered (classical, folk, music theater, jazz, popular, etc.). Investigations of composers and performers integral to the styles are included in the class. Activities include listening, discussions, projects, and presentations on each style of music.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 months</td>
<td>Musical Foundations</td>
<td>Topic 1: The Basics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Music as Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Critical Listening</td>
</tr>
<tr>
<td>2-3 months</td>
<td>Western Music History</td>
<td>Topic 1: Medieval</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Renaissance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Baroque</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 4: Classical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 5: Romantic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 6: 20th Century</td>
</tr>
<tr>
<td>1-2 months</td>
<td>American Influences</td>
<td>Topic 1: Jazz</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Rock and Roll</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Musical Theater</td>
</tr>
</tbody>
</table>
Unit 1: Musical Foundations

**Subject:** Music Appreciation  
**Grade:** 9-12  
**Name of Unit:** Musical Foundations  
**Length of Unit:** 1-2 months  
**Overview of Unit:** In this unit, students learn how music is represented in written form, how musical expression, including tempo, volume, and mood, indicated, and why Italian is the standard language for musical terminology.

**Priority Standards for unit:**
- **EM1C9-12** Identify standard symbols for dynamics, tempo and articulation  
  - *p* for *piano*  
  - *f* for *forte*  
  - *mp* for *mezzo piano*  
  - *mf* for *mezzo forte*  
  - *pp* for *pianissimo*  
  - *ff* for *fortissimo*  
  - *cresc* or < for *crescendo*  
  - *decres* or > for *decrescendo*  
  - *dim* for *diminuendo*  
  - *accelerando*  
  - *ritardando*  
  - *allegro*  
  - *moderato*  
  - *andante*  
  - *Largo*  
  - *a tempo*  
  - *Accent*  
  - *Fermata*  
  - *Ties*  
  - *Slurs*  
  - *Staccato*  
  - *legato*
- **EM1B9-12b** Identify accidentals  
  - *sharp*  
  - *flats*  
  - *natural signs*
● EM1A9-12 Interpret and explain duration and meter in 2/4, ¾, 4/4 and 6/8 meter signature using bar lines using
  ○ whole note/rest
  ○ quarter note/rest
  ○ half note/rest
  ○ eighth-note pairs
  ○ dotted half note
  ○ sixteenth notes
    ■ dotted quarter followed by eighth
    ■ dotted quarter note/rest
    ■ 3 eighth notes beamed together in 6/8
    ■ syncopation
● EM1D9-12 Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures
● EM1B9-12a Identify standard pitch notation in the treble clef, including one ledger line above and below the staff (*middle C), and identify notes in the bass clef
● AP1B9-12a Determine the musical means (source) and size of group of an aural example
● AP2B9-12 Demonstrate the ability to distinguish between quality and non-quality performance through listening
● AP1B9-12e Characterize the use of music by its intended function (purpose) and its intended audience
● AP1B9-12b Describe the musical expression (mood) of an aural example
● AP2B9-12 Use musical terminology to describe their personal response to a musical example

Supporting Standards for unit:
● AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  ○ DC/Fine
  ○ DS al coda/Fine
  ○ AB/binary
  ○ ABA/ternary
  ○ song form
  ○ sonata
  ○ rondo
  ○ fugue
  ○ opera
  ○ ballet
  ○ *musical theatre
  ○ symphonic
  ○ Jazz
  ○ *sonata
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard symbols for dynamics</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Standard symbols for tempo</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Standard symbols for articulation</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Accidentals</td>
<td>Identify</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Duration and meter in simple and compound meter</td>
<td>Interpret</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Duration and meter in simple and compound meter</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
</tr>
<tr>
<td>Standard notation for rhythm to record musical ideas of 2 to 4 measures</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Standard rhythm notation to record musical ideas of 2 to 4 measures</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Standard pitch notation to record musical ideas of 2 to 4 measures</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Expressive elements to record musical ideas of 2 to 4 measures</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Standard pitch notation in the treble clef</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Notes in the bass clef</td>
<td>Identify</td>
<td>Remember</td>
<td>1</td>
</tr>
<tr>
<td>Musical means and size of group of an aural example</td>
<td>Determine</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Ability to distinguish between quality and non-quality performance through listening</td>
<td>Demonstrate</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>The use of music by its intended function and its intended audience</td>
<td>Characterize</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>The musical expression of an aural example</td>
<td>Describe</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>Musical terminology to describe their personal response to a musical example</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
</tbody>
</table>
**Essential Questions:**
1. How is music represented in written form?
2. How is musical expression (tempo, volume, mood) indicated?
3. Why is Italian the standard language for musical terminology?

**Enduring Understanding/Big Ideas:**
1. Music uses a symbolic notation of notes and rests on staves to indicate duration and pitch of sound.
2. Standard music terminology assists the student in the analysis of both aural and written music examples.
3. Italian became standardized with the spread of opera across western Europe.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tempo</td>
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<td></td>
<td>Volume</td>
</tr>
<tr>
<td></td>
<td>Mood</td>
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<td></td>
<td>Pitch</td>
</tr>
<tr>
<td></td>
<td>Treble clef</td>
</tr>
<tr>
<td></td>
<td>Bass Clef</td>
</tr>
<tr>
<td></td>
<td>Rhythm</td>
</tr>
<tr>
<td></td>
<td>Dictation</td>
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<tr>
<td></td>
<td>Vocal register</td>
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<td></td>
<td>Instrumentation</td>
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<tr>
<td></td>
<td>Genre</td>
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<td>Culture</td>
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<td>Virtuosity</td>
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</tbody>
</table>

Topic 1: The Basics

Engaging Experience 1

Title: Music Familiarity Pre-Test

Suggested Length of Time: ½ block

Standards Addressed

Priority:
● EM1C9-12 Identify standard symbols for dynamics, tempo and articulation
● EM1B9-12b Identify accidentals
● EM1A9-12 Interpret and explain duration and meter in 2/4, ¾, 4/4 and 6/8 meter signature using bar lines using
● EM1B9-12a Identify standard pitch notation in the treble clef, including one ledger line above and below the staff (*middle C), and identify notes in the bass clef

Supporting:
● AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  ○ *musical theatre
  ○ *sonata

Detailed Description/Instructions: Pre-test for students to identify level of familiarity with music notation and aural music examples.

Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 2

Title: Instrument categories and vocal registers

Suggested Length of Time: 4 blocks

Standards Addressed

Priority:
● AP2B9-12 Demonstrate the ability to distinguish between quality and non-quality performance through listening

Supporting:
● AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  ○ *musical theatre
  ○ *sonata

Detailed Description/Instructions: Class discussion, PowerPoint presentations with pictures and audio examples.

Bloom’s Levels: Understand
Webb’s DOK: 2
Engaging Experience 3
Title: Dictation
Suggested Length of Time: ½ block (spread over several blocks)
Standards Addressed

Priority:
● EM1D9-12 Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures

Supporting:
● AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  ○ *musical theatre
  ○ *sonata

Detailed Description/Instructions: Students will notate a performed music example using adaptive music notation.
Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 4
Title: Listening examples
Suggested Length of Time: 1 block (spread over several blocks)
Standards Addressed

Priority:
● AP1B9-12a Determine the musical means (source) and size of group of an aural example
● AP2B9-12 Demonstrate the ability to distinguish between quality and non-quality performance through listening
● AP1B9-12e Characterize the use of music by its intended function (purpose) and its intended audience

Supporting:
● AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  ○ *musical theatre
  ○ *sonata

Detailed Description/Instructions: Listening examples will be used to demonstrate the various instruments, vocal registers, and levels of performances discussed in each lesson. Students will analyze music for specific characteristics (i.e. tempo, instrumentation, genre, mood, etc.).
Bloom’s Levels: Analyze
Webb’s DOK: 3
Engaging Experience 5
Title: Discussion of pertinent terminology
Suggested Length of Time: on going throughout unit
Standards Addressed
  Priority:
    ● AP2B9-12 Use musical terminology to describe their personal response to a musical example
Detailed Description/Instructions: Vocabulary will be introduced and discussed throughout the unit that will give the students standard music terminology to use as they describe music listening examples.
Bloom’s Levels: Apply
Webb’s DOK: 3

Engaging Experience 6
Title: Homemade instrument
Suggested Length of Time: 1 block
Standards Addressed
  Supporting:
    ● AP1A9-12 Identify and analyze forms and composition techniques theme and variation
      ○ *musical theatre
      ○ *sonata
Detailed Description/Instructions: Students will construct a functioning music instrument from non-music materials, and play the instrument for the class.
Bloom’s Levels: Create
Webb’s DOK: 3
Topic 2: Music as Culture

Engaging Experience 1
Titel: Genres: traditional, classical, and popular music.
Suggested Length of Time: 4 blocks
Standards Addressed

Priority:
- AP1B9-12a Determine the musical means (source) and size of group of an aural example
- AP2B9-12 Demonstrate the ability to distinguish between quality and non-quality performance through listening
- AP1B9-12e Characterize the use of music by its intended function (purpose) and its intended audience
- Describe the musical expression (mood) of an aural example

Supporting:
- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - *musical theatre
  - *sonata

Detailed Description/Instructions: Class discussion, PowerPoint presentations with pictures and audio examples.
Bloom’s Levels: Understand
Webb’s DOK: 2
Topic 3: Critical Listening

**Engaging Experience 1**

**Title:** Analysis of musical mood, culture, and virtuosity  
**Suggested Length of Time:** 1.5 blocks (spread over several blocks)  
**Standards Addressed**

*Priority:*
- AP1B9-12a Determine the musical means (source) and size of group of an aural example  
- AP2B9-12 Demonstrate the ability to distinguish between quality and non-quality performance through listening  
- AP1B9-12e Characterize the use of music by its intended function (purpose) and its intended audience  

*Supporting:*
- AP1A9-12 Identify and analyze forms and composition techniques theme and variation  
  - *musical theatre*  
  - *sonata*

**Detailed Description/Instructions:** Class discussion, PowerPoint with visual and audio examples, use of listening rubrics.  
**Bloom’s Levels:** Analyze  
**Webb’s DOK:** 2

**Engaging Experience 2**

**Title:** Roll of the music critic  
**Suggested Length of Time:** 1.5 blocks  
**Standards Addressed**

*Priority:*
- AP1B9-12a Determine the musical means (source) and size of group of an aural example  
- AP2B9-12 Demonstrate the ability to distinguish between quality and non-quality performance through listening  
- AP1B9-12e Characterize the use of music by its intended function (purpose) and its intended audience  
- Describe the musical expression (mood) of an aural example  
- Use musical terminology to describe their personal response to a musical exam
Supporting:
  ● AP1A9-12 Identify and analyze forms and composition techniques theme and variation
    ○ *musical theatre
    ○ *sonata

Detailed Description/Instructions: Class discussion and analysis of written music reviews and critiques.
Bloom’s Levels: Analyze
Webb’s DOK: 3

Engaging Experience 3
Title: Student listening examples
Suggested Length of Time: 1 block (spread over several blocks)
Standards Addressed

Priority:
  ● AP1B9-12a Determine the musical means (source) and size of group of an aural example
  ● AP2B9-12 Demonstrate the ability to distinguish between quality and non-quality performance through listening
  ● AP1B9-12e Characterize the use of music by its intended function (purpose) and its intended audience

Supporting:
  ● AP1A9-12 Identify and analyze forms and composition techniques theme and variation
    ○ *musical theatre
    ○ *sonata

Detailed Description/Instructions: Students will share music of their own choosing. For each example, students will analyze music for specific characteristics (i.e. tempo, instrumentation, genre, mood, etc.)
Bloom’s Levels: Analyze
Webb’s DOK: 3
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

For Topic 1: Written Assessment - Student will demonstrate understanding of instrument and vocal categories and registers through visual, audio, and written examples.

For Topic 2: Written Assessment - Student will categorize music examples by genre.

For Topic 3: Written Assessment - Student will analyze music examples for level of virtuosity, mood, and purpose; or Project (write a critique of a 20 minute music performance)
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Basics</td>
<td>Music Familiarity Pre-Test</td>
<td>Pre-test for students to identify level of familiarity with music notation and aural music examples.</td>
<td>½ block</td>
</tr>
<tr>
<td>The Basics</td>
<td>Instrument categories and vocal registers</td>
<td>Class discussion, PowerPoint presentations with pictures and audio examples.</td>
<td>4 blocks</td>
</tr>
<tr>
<td>The Basics</td>
<td>Dictation</td>
<td>Students will notate a performed music example using adaptive music notation.</td>
<td>½ block</td>
</tr>
<tr>
<td>The Basics</td>
<td>Listening examples</td>
<td>Listening examples will be used to demonstrate the various instruments, vocal registers, and levels of performances discussed in each lesson. Students will analysis music for specific characteristics (i.e. tempo, instrumentation, genre, mood, etc.)</td>
<td>1 block</td>
</tr>
<tr>
<td>The Basics</td>
<td>Homemade instrument</td>
<td>Students will construct a functioning music instrument from non-music materials, and play the instrument for the class.</td>
<td>1 block</td>
</tr>
<tr>
<td>Music as Culture</td>
<td>Genres: traditional, classical, and popular music</td>
<td>Class discussion, PowerPoint presentations with pictures and audio examples.</td>
<td>1 ½ blocks</td>
</tr>
<tr>
<td>Critical Listening</td>
<td>Analysis of musical mood, culture, and virtuosity</td>
<td>Class discussion, PowerPoint with visual and audio examples, use of listening rubrics.</td>
<td>1 ½ blocks</td>
</tr>
<tr>
<td>Critical Listening</td>
<td>Roll of the music critic</td>
<td>Class discussion and analysis of written music reviews and critiques.</td>
<td>1 ½ blocks</td>
</tr>
<tr>
<td>Critical Listening</td>
<td>Student listening examples</td>
<td>Students will share music of their own choosing. For each example, students will analyze music for specific characteristics (i.e. tempo, instrumentation, genre, mood, etc.)</td>
<td>1 block</td>
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Board Approved: April 12, 2018
Unit 2: Western Music History

Subject: Music Appreciation
Grade: 9-12
Name of Unit: Western Music History
Length of Unit: 2-3 months
Overview of Unit: This unit focuses on the importance of critical listening skills and their ability to empower the listener to recognize the elements of music, distinguish between quality and non-quality performance, and verbalize their reasons for personal music choices. Students also learn how non-musical aspects of society influence composers. Finally, a great deal of this unit focuses on the evolution of musical characteristics throughout history.

Priority Standards for unit:
- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
  - tone quality
  - expression/phrasing
  - rhythmic accuracy
  - pitch accuracy
  - part acquisition
  - blend/balance
  - diction/articulation
  - Style
  - posture/stage presence
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/ innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
Supporting Standards for unit:

- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - DC/Fine
  - DS al coda/Fine
  - AB/binary
  - ABA/ternary
  - song form
  - sonata
  - rondo
  - fugue
  - opera
  - ballet
  - *musical theatre
  - symphonic
  - Jazz
  - *sonata

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<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria to distinguish between quality and non-quality performance through listening and self-assessment</td>
<td>Develop</td>
<td>Analysis</td>
<td>3</td>
</tr>
<tr>
<td>How the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines</td>
<td>Explain</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>The effects of society, culture, and technology on music</td>
<td>Describe</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Musical figures and their role as composers/performers/innovators</td>
<td>Discuss</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>The order and organization of an aural example</td>
<td>Determine</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>The musical expression of an aural example</td>
<td>Determine</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>The possible origin of an aural example</td>
<td>Determine</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>Possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples</td>
<td>Conclude</td>
<td>Evaluate</td>
<td>4</td>
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</tr>
<tr>
<td>How elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts</td>
<td>Explain</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>Characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</td>
<td>Compare</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>Ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music</td>
<td>Explain</td>
<td>Evaluate</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. Why are critical listening skills important?
2. How do non-musical aspects (literature, art, social, economic, political, scientific, technology) influence composers?
3. How do the music characteristics evolve in a given historical era?

**Enduring Understanding/Big Ideas:**

1. Critical listening skills empower the listener to
   a. Recognize the elements of music
   b. Distinguish between quality and non-quality performances
   c. Verbalize their reasons for personal music choices
2. In every era of music history, the composer’s creativity reflects the time in which the composer lives.
3. Musical characteristics, forms and genre become more complex and diverse throughout music history.
## Unit Vocabulary:

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<tr>
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<th>Content/Domain Specific</th>
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<td></td>
<td>Baroque</td>
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<td></td>
<td>Classical</td>
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<td></td>
<td>Romantic</td>
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<td>20th Century</td>
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</tbody>
</table>
# Topic 1: Medieval

**Engaging Experience 1**

**Title:** Historical Overview of the Medieval Era  
**Suggested Length of Time:** 2 blocks

**Standards Addressed**

**Priority:**
- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

**Supporting:**
- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - DC/Fine
  - DS al coda/Fine
  - AB/binary
  - ABA/ternary
  - song form
  - Sonata
  - Rondo
  - Fugue
- Opera
- Ballet
- *musical theatre
- Symphonic
- Jazz
- *sonata

**Detailed Description/Instructions:** Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Topic 2: Renaissance

Engaging Experience 1

Title: Historical Overview of the Renaissance Era

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:
- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:
- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - DC/Fine
  - DS al coda/Fine
  - AB/binary
  - ABA/ternary
  - song form
  - Sonata
  - Rondo
  - Fugue
- Opera
- Ballet
- *musical theatre
- Symphonic
- Jazz
- *sonata

**Detailed Description/Instructions:** Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Topic 3: Baroque

Engaging Experience 1
Title: Historical Overview of the Baroque Era
Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
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- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:

- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - DC/Fine
  - DS al coda/Fine
  - AB/binary
  - ABA/ternary
  - song form
  - Sonata
  - Rondo
  - Fugue
- Opera
- Ballet
- *musical theatre
- Symphonic
- Jazz
- *sonata

**Detailed Description/Instructions:** Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Engaging Experience 1
Title: Historical Overview of the Classical Era
Suggested Length of Time: 2 blocks

Standards Addressed

Priority:
- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
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- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:
- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - DC/Fine
  - DS al coda/Fine
  - AB/binary
  - ABA/ternary
  - song form
  - Sonata
  - Rondo
  - Fugue
- Opera
- Ballet
- *musical theatre
- Symphonic
- Jazz
- *sonata

**Detailed Description/Instructions:** Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Engaging Experience 1

Title: Historical Overview of the Romantic Era

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
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- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Supporting:

- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - DC/Fine
  - DS al coda/Fine
  - AB/binary
  - ABA/ternary
  - song form
  - Sonata
  - Rondo
  - Fugue
- Opera
- Ballet
- *musical theatre
- Symphonic
- Jazz
- *sonata

**Detailed Description/Instructions:** Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
Engaging Experience 1

Title: Historical Overview of the 20th Century Era

Suggested Length of Time: 2 blocks

Standards Addressed

**Priority:**
- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

**Supporting:**
- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - DC/Fine
  - DS al coda/Fine
  - AB/binary
  - ABA/ternary
  - song form
  - Sonata
  - Rondo
  - Fugue
- Opera
- Ballet
- *musical theatre
- Symphonic
- Jazz
- *sonata

**Detailed Description/Instructions:** Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

**Bloom’s Levels:** Analyze

**Webb’s DOK:** 3
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

For Topics 1 - 6: Written assessment - Student will demonstrate knowledge of:

- The commonly accepted dates for the era
- Terms and vocabulary associated with music of the era
- Historically significant composers/performers of the era
- Recognition genre, elements, and texture of audio examples
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medieval</td>
<td>Historical Overview of the Medieval Era</td>
<td>Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.</td>
<td>2 blocks</td>
</tr>
<tr>
<td>Renaissance</td>
<td>Historical Overview of the Renaissance Era</td>
<td>Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.</td>
<td>2 blocks</td>
</tr>
<tr>
<td>Baroque</td>
<td>Historical Overview of the Baroque Era</td>
<td>Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.</td>
<td>2 blocks</td>
</tr>
<tr>
<td>Classical</td>
<td>Historical Overview of the Classical Era</td>
<td>Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.</td>
<td>2 blocks</td>
</tr>
<tr>
<td>Romantic</td>
<td>Historical Overview of the Romantic Era</td>
<td>Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.</td>
<td>2 blocks</td>
</tr>
<tr>
<td>20th Century</td>
<td>Historical Overview of the 20th Century Era</td>
<td>Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.</td>
<td>2 blocks</td>
</tr>
</tbody>
</table>
Unit 3: American Influences

Subject: Music Appreciation
Grade: 9-12
Name of Unit: American Influences
Length of Unit: 1-2 months
Overview of Unit: This unit focuses on the importance of critical listening skills and their ability to empower the listener to recognize the elements of music, distinguish between quality and non-quality performance, and verbalize their reasons for personal music choices. Students also learn how non-musical aspects of society influence composers. Finally, a great deal of this unit focuses on the influence western European musical characteristics evolved into uniquely American musical forms such as Jazz, Rock & Roll, and Musical Theater.

Priority Standards for unit:
- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
  - tone quality
  - expression/phrasing
  - rhythmic accuracy
  - pitch accuracy
  - part acquisition
  - blend/balance
  - diction/articulation
  - Style
  - posture/stage presence
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- IC1A9-12a Explain how elements, artistic processes (such as imagination or skills), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples
- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

**Supporting Standards for unit:**
- AP1A9-12 Identify and analyze forms and composition techniques theme and variation
  - *DC/Fine*
  - *DS al coda/Fine*
  - *AB/binary*
  - *ABA/ternary*
  - *song form*
  - *sonata*
  - *rondo*
  - *fugue*
  - *opera*
  - *ballet*
  - *musical theatre*
  - *symphonic*
  - *Jazz*
  - *sonata*

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria to distinguish between quality and non-quality performance through listening and self-assessment</td>
<td>Develop</td>
<td>Analysis</td>
<td>3</td>
</tr>
<tr>
<td>How the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines</td>
<td>Explain</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>The effects of society, culture, and technology on music</td>
<td>Describe</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>Musical figures and their role as composers/performers/innovators</td>
<td>Discuss</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>The order and organization of an aural example</td>
<td>Determine</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>The musical expression of an aural example</td>
<td>Determine</td>
<td>Analyze</td>
<td>3</td>
</tr>
</tbody>
</table>
The possible origin of an aural example

<table>
<thead>
<tr>
<th>Determine</th>
<th>Analyze</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples</td>
<td>Conclude</td>
<td>Evaluate</td>
</tr>
<tr>
<td>How elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts</td>
<td>Explain</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</td>
<td>Compare</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music</td>
<td>Explain</td>
<td>Evaluate</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. Why are critical listening skills important?
2. How do non-musical aspects (literature, art, social, economic, political, scientific, technology) influence composers?
3. How did western European musical characteristics evolve into uniquely American musical forms (Jazz, Rock & Roll, Musical Theater)?

**Enduring Understanding/Big Ideas:**

1. Critical listening skills empower the listener to
   a. Recognize the elements of music
   b. Distinguish between quality and non-quality performances
   c. Verbalize their reasons for personal music choices
2. In every era of music history, the composer’s creativity reflects the time in which the composer lives.
<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jazz</td>
</tr>
<tr>
<td></td>
<td>Rock &amp; Roll</td>
</tr>
<tr>
<td></td>
<td>Musical Theater</td>
</tr>
</tbody>
</table>
Engaging Experience 1
Title: Historical Overview of the Jazz Era
Suggested Length of Time: 5 blocks
Standards Addressed

Priority:
- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1B9-12 Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
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- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Detailed Description/Instructions: Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Topic 2: Rock and Roll

Engaging Experience 1

Title: Historical Overview of the Rock and Roll Era

Suggested Length of Time: 5 blocks

Standards Addressed

Priority:
- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
- AP1B9-12c Determine the order and organization of an aural example
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- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Detailed Description/Instructions: Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Topic 3: Musical Theater

Engaging Experience 1
Title: Historical Overview of the Musical Theater
Suggested Length of Time: 5 blocks

Standards Addressed

Priority:

- AP2A9-12 Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
- IC1A9-12c Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines
- HC1C9-12 Describe the effects of society, culture and technology on music
- HC1D9-12 Discuss musical figures and their role as composers/performers/innovators
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- IC1A9-12b Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- IC1B9-12a Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Detailed Description/Instructions: Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.

Bloom’s Levels: Analyze
Webb’s DOK: 3
Engaging Scenario

An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.

For Topics 1-3: Written assessment - Student will demonstrate knowledge of:
  ● The commonly accepted dates for the era
  ● Terms and vocabulary associated with music of the era
  ● Historically significant composers/performers of the era
  ● Recognition genre, elements, and texture of audio examples or Project (as determined by instructor)
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jazz</td>
<td>Historical Overview of the Jazz Era</td>
<td>Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.</td>
<td>5 blocks</td>
</tr>
<tr>
<td>Rock and Roll</td>
<td>Historical Overview of the rock and roll Era</td>
<td>Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.</td>
<td>5 blocks</td>
</tr>
<tr>
<td>Musical Theater</td>
<td>Historical Overview of the Musical Theater</td>
<td>Students will read selected text. Class discussion/PPT of selected reading. Video/audio examples will be included as available.</td>
<td>5 blocks</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**

This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.