

a-g Advanced Music

LENGTH OF COURSE: Course may be repeated for credit.

GRADE LEVEL: 9-12

PREREQUISITE(s): a-g Music

TYPE OF COURSE: Fulfills UC/CSU Visual and Performing Arts Requirement.

COURSE DESCRIPTION:

This advanced level course is intended to allow students to progress to a level of achievement that is more advanced than a first year Music course. Students will explore the world of music through hands on work with a concert band instrument. Musical terminology, rhythmic figures and reading skills will be learned to further enhance this experience. "Instruments" is considered a performing group. Students are required to participate in all performances and festivals. Instruments may include Piano, Flute, Clarinet, Saxophone, Trumpet, Horn, Trombone, Baritone, Tuba, Electric Bass, Mallet Percussion and Combined Percussion.

A. Student Outcomes:

1. Music is learned through hands-on experience with a musical instrument.
2. Provide opportunities for students to perform in public.
3. Expose students to a variety of musical styles.
4. Instill in students a sense of discipline and responsibility for the group musician.
5. Provide a forum for creative, social interaction.
6. Understand historical and cultural dimensions of the arts.

B. Course Objectives:

Students will:

1. Work with a concert band instrument (Standard 2).
2. Learn to read and notate music (Standard 1).
3. Learn instrumental musical skills in performing a varied repertoire of music (Standard 2).
4. Engage in sight-singing and ear training (Standard 4).
5. Develop an awareness of the various facets of the music profession (Standard 5).
6. Participate in all performances (Standard 2).
7. Practice their instruments (Standard 2).
8. Understand rhythmic concepts (Standard 1).
9. Be exposed to a variety of musical styles (Standard 3).
10. Explore the role of music in history and culture (Standard 3).

C. Course Outline

1. Review how to assemble, hold and care of the instrument
2. Review breath, form and embouchure and production of sounds
3. Count, clap and play rhythms "Interactively"
2. Solfedge

3. Ear Training
4. Key Signatures
5. Dynamic Signs
6. Whole Steps, Half Steps, and Enharmonic notes and identify notes without difficulty
7. Tetrachords and Major Scales
8. Perfect and Major Intervals
9. Introduction to 3/8 and 6/8 Time Signature
10. Triads
11. 1st and 2nd endings
12. Dotted quarter and Half notes
13. Double Stops
14. Crescendo and Diminuendos
15. Triplet, Sixteenth and other rhythmic figures
16. Analyze the historical role of music throughout the world as well as the cultural diversity of those contributors.
17. Identify the uses of music elements in nontraditional art music, for example, atonal, twelve-tone, serial.

Key Activities/Assignments:

1. Playing Quizzes
2. Music theory assignments
3. Practice Log
4. Performances, including pieces chosen from a variety of cultures and historical periods
5. Concert Attendance

* Also students must:

1. Be helpful and patient with those having problems, remembering that we all progress at our own rate.
2. Be supportive of all bands and their performances.
3. Perform at the highest level at all times.
4. Maintain a clean working environment.
5. Care and upkeep of musical instrument.

Student Research Projects

Students will complete the following cultural or historical projects during the course of the year, similar products for each project can be turned in as long as the student attains prior teacher approval, however, the content must remain the same.

1. Students must create a timeline showing how the roles of musicians/composers have changed or remained the same throughout history, or similar project.
2. Students will create a poster board comparing and contrasting the social function of a variety of music forms in various cultures and time periods, or similar project.
3. Students will create a sales catalog detailing instruments from a variety of cultures and historical periods, or similar project.
4. Students will write a research paper comparing and contrasting musical styles within various popular genres in North America and South America, or similar project.

5. Students will analyze the stylistic features of a given musical work and define its aesthetic traditions and its historical or cultural context.
6. Students will write a research paper comparing and contrasting musical genres or styles that show the influence of two or more cultural traditions, or similar project.

D. Texts and Supplemental Instructional Materials:

A wide variety of sheet music and method books. Recordings of a wide variety of music performances.

E. Instructional Methods and Strategies:

1. Lecture
2. Demonstration
3. Video
4. Guest lectures and demonstrations
5. Research Projects
6. Analysis of musical works

F. Assessment Methods and/or Tools:

Types of projects:

1. Playing quizzes
2. Theory quizzes
3. Required practices and final performance
4. Observation of instructor
5. Research projects
6. Written assignments

Standard I - Artistic Perception:

Processing, analyzing and responding to sensory information through the language and skills unique to arts.

Objective: Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Student will:
Learn to read and notate music
Transcribe simple songs into melodic and rhythmic notation (level of difficulty: 2 on a scale of 1-6)
Sight-read music (level of difficulty: 4 on a scale of 1-6)
Analyze and describe significant musical events perceived and remembered in a given aural example
Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.
Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.

Standard II - Creative Expression:

Creating, performing, and participating in the arts.

Objective: Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Student will:
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 (level of difficulty: 5 on a scale of 1-6).
Perform in small instrumental ensembles with one performer for each part (level of difficulty: 5 on a scale of 1-6).
Compose music in distinct styles.
Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.
Create melodic and rhythmic improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, and mariachi).

Standard III - Historical and Cultural Context:

Understanding historical and cultural dimensions of the arts.

Objective: Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Student will:
Analyze how the roles of musicians and composers have changed or remained the same throughout history.
Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).
Compare and contrast the social function of a variety of music forms in various cultures and time periods.
Perform music from a variety of cultures and historical periods.
Compare and contrast instruments from a variety of cultures and historical periods
Compare and contrast musical styles within various popular genres in North America and South America.
Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.
Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

Standard IV - Aesthetic Valuing:

Responding to, analyzing and making judgments about works in the arts.

Objective: Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Student will:
Compare and contrast how a composer's intentions result in a work of music and how that music is used.
Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.
Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

Standard V - Connections, Relations, Applications:

Connecting and applying what is learned in each art form to learning in other art forms, subject areas, and careers.

Objective: Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Student will:
Explain ways in which the principles and subject matter of music and various disciplines

outside the arts are interrelated.

Analyze the process for arranging, underscoring, and composing music for film and video productions.

Identify and explain the various factors involved in pursuing careers in music.