

Music Appreciation

Strand	Product Performance	
Big Idea	Develop and Apply Singing Skills to Perform and Communicate through the Arts	
<p style="text-align: center;"><u>Concept</u></p> <p>A. Vocal performance skills and techniques</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Demonstrate basic vocal knowledge and singing skills to match pitch in an appropriate range • Apply vocal technique (e.g., posture, tone quality, breathing, intonation, diction, articulation) • Identify and demonstrate vocal mechanics • Sing simple melodies • Identify student voice part (e.g., soprano, alto, tenor, bass)
<p>Alignments: CCSS: 9-10.RST.2; 9-10.RST.4; 9-10.RST.5 Performance: 1.5, 1.6, 1.9, 2.5, 3.3 Knowledge: (FA) 1,3 MUGLE: PP.1A.C-E NETS: 3c; 4c,d DOK: 2</p>		

Instructional Strategies

- Teacher modeling: singing various literature using appropriate:
 - posture
 - breathing
 - intonation
 - diction
 - articulation
- Guided practice: singing simple melodies using appropriate:
 - posture
 - breathing
 - intonation
 - diction
 - articulation

Assessments/Evaluations

- Teacher observation
- Content target assessment
- Student evaluation

Sample Assessment Questions

- How does phonation occur within the vocal apparatus?
- Identify the vocal anatomy and describe its function

Instructional Resources/Tools

- Internet sources:
 - voicedoctor.net
 - YouTube

Literacy Connections

- Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics
- Analyze the structure of the relationships among concepts in a text, including relationships among key terms

Cross Curricular Connections

- Science:
 - Biology: Singing apparatus
 - Physics:
 - Sound production
 - Acoustics

Music Appreciation

Strand	Product Performance	
Big Idea	Develop and Apply Instrumental Music Skills to Perform and Communicate through the Arts	
<p style="text-align: center;"><u>Concept</u></p> <p>B. Instrumental performance skills and techniques</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Demonstrate basic instrumental knowledge on selected instruments (e.g., keyboard instrument) • Apply instrumental technique (e.g., posture, fingerings, playing position, articulation) • Identify and demonstrate instrumental mechanics • Play simple melodies and accompaniments
<p>Alignments: CCSS: 9-10.RST.2; 9-10.RST.4; 9-10.RST.5 Performance: 1.5, 1.6, 1.9, 2.5, 3.3 Knowledge: (FA) 1,3 MUGLE: PP.1.A,C-E NETS: 3c; 4c,d DOK: 2</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Teacher modeling – playing various literature using appropriate: <ul style="list-style-type: none"> • posture • fingerings • playing position • articulation • Guided practice – playing simple melodies using appropriate: <ul style="list-style-type: none"> • posture • fingerings • playing position • articulation 		

Assessments/Evaluations

- Teacher observation
- Content Target assessment
- Student evaluation

Sample Assessment Questions

- Describe the production of sound on an acoustic piano
- Identify “home” position and the location of “Middle C” on the piano

Instructional Resources/Tools

- Piano
- Various levels of piano literature
- Internet resources such as YouTube

Literacy Connections

- Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics
- Analyze the structure of the relationships among concepts in a text, including relationships among key terms

Cross Curricular Connections

- Science – Physics:
 - Sound productions
 - Acoustics
 - Resonance
- History: Instrument creation and development with period processing

Strand	Elements of Music
Big Idea	Develop and Apply the Knowledge and Skills to Read and Notate Music
<p style="text-align: center;"><u>Concept</u></p> <p>C. Skills and techniques:</p> <ul style="list-style-type: none"> • Read and notate melodic and rhythmic passages • Symbols for: <ul style="list-style-type: none"> • rhythm • pitch • expressive elements • Musical forms 	<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Develop analysis skills in music theory, cognitively, aurally, and in written form • Reads whole, half, quarter, eighth, sixteenth, and dotted notes and rests in simple and compound meters • Read melodic notation in the treble and bass clefs • Identify symbols and traditional terms, referring to expressive musical qualities including dynamics and tempo • Uses standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns • Identify similar and contrasting phrases • Recognizes visually and aurally various musical forms
<p>Alignments: CCSS: 9-10.RST.4; 9-10.RST.5 Performance: 1.5, 1.6, 1.9, 2.5, 3.3-3.5 Knowledge: (FA) 1,3 MUGLE: EP.1.A-D NETS: N/A DOK: 3</p>	

Instructional Strategies

- Teacher modeling
- Guided practice
- Independent practice
- Classroom discussion
- Whiteboarding
- Aural and written exercises

Assessments/Evaluations

- Teacher observation
- Content target assessment – assessed using a scoring guide
- Written quizzes

Sample Assessment Questions

- Correctly identify the key signature of this musical example
- Write the correct rhythmic notation for each musical phrase
- Identify the musical form of selected literature

Instructional Resources/Tools

- Various octavos
- Music Theory 2000
- 30 Days to Music Theory
- Whiteboards

Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics
- Analyze the structure of the relationships among concepts in a text, including relationships among key terms

Cross Curricular Connections

- Math:
 - Patterns
 - Fractions
- World Language: Italian terms

Music Appreciation

Strand	Artistic Perceptions	
Big Idea	Develop and Apply the Knowledge and Skills to Listen to, Analyze, and Describe Music and Musical Performance	
<p style="text-align: center;"><u>Concept</u></p> <p>D. Aesthetic and critical analysis</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Respond, listen, and describe music in a variety of musical styles, genres, and cultures using appropriate terminology • Evaluate music and music performances using appropriate terminology • Apply criteria for evaluating music in personal listening and performing • Identify and describe how musical elements impact one's emotional responses to music
<p>Alignments: CCSS: 9-10.RST.1; 9-10.RST.2; 9-10.WHST.1a,e; 9-10.WHST.5 Performance: 1.5, 1.6, 1.9, 2.4, 2.5, 3.5, 3.6 Knowledge: (FA) 1,3 MUGLE: AP.1.A; AP.2.A,B NETS: 3c; 4c,d DOK: 3</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Teacher modeling: co-constructed shared writing to evaluate performance • Guided practice • Classroom discussion to analyze descriptive elements of music • Listening to cultural and historical examples • Journaling 		

<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none">• Teacher observation• Content target assessment on scoring guide• Student evaluations• Written quizzes and tests
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none">• Write a musical critique of this recording of a live performance• Are quality and effectiveness of music related? How?
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none">• Musical examples/recordings• YouTube/internet sources: audio and visual examples
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none">• Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions• Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text• Write arguments focused on discipline-specific content<ul style="list-style-type: none">a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidencee. Provide a concluding statement or section that follows from or supports the argument presented• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none">• English:<ul style="list-style-type: none">• Compare and contrast writing• Journaling

Strand	Interdisciplinary Connections	
Big Idea	Develop and Apply Knowledge and Skills to Understand the Relationships between Music, the Other Arts and Disciplines outside the Arts	
<p style="text-align: center;"><u>Concept</u></p> <p>E.</p> <ul style="list-style-type: none"> • Understand and relate to other studies and art forms • Connections between music and non-arts disciplines 		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Identify the relationship between music, the other arts, and disciplines outside the arts • Demonstrate the understanding of basic common elements through various art forms • Describe ways in which the concepts and skills of other subject areas are related to those of music • Develop a relationship between music and disciplines outside the arts • Assess the impact of music on a non-art environment • Discover how elements, artistic processes, and organizational principles learned in music relate to real-world experience
<p>Alignments CCSS: 9-10.RST.5; 9-10.WHST.2; 9-10.WHST.7 Performance: 1.5, 1.6, 1.9, 1.10, 2.5, 2.6, 4.8 Knowledge: (FA) 1,4 MUGLE: IC.1.B; HC.1.D NETS: 3c; 4c,d DOK: 3</p>		

<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none">• Classroom discussion• Guest speakers:<ul style="list-style-type: none">• Community members• Teachers in other disciplines
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none">• Teacher observation• Student evaluation• Writing assignments: Compare and contrast one art form to another
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none">• Describe the correlation between specific historical events and music• Evaluate the similarities and differences of various art forms
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none">• Internet sources• Eyewitness DK Series
<p style="text-align: center;"><u>Literacy Connections</u></p> <ul style="list-style-type: none">• Analyze the structure of the relationships among concepts in a text, including relationships among key terms• Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none">• English: Compare and contrast writing• History: Relationship of historical events and art forms

Music Appreciation

Strand	Historical and Cultural Contexts	
Big Idea	Develop and Apply the Knowledge and Skills to Understand Works of Art in Time and Place	
<p style="text-align: center;"><u>Concept</u></p> <p>F.</p> <ul style="list-style-type: none"> • Genres and styles • Music's role and function in various cultures 		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Recognize the contribution of other cultures to the origins of American music • Demonstrate how society effects music in different cultures • Recognize and describe music according to style, composer, performer, or culture
<p>Alignments CCSS: 9-10.RST.1; 9-10.RST.2; 9-10.WHST.2a,b Performance: 1.5, 1.6, 1.9, 2.4, 2.5 Knowledge: (FA) 1,3,5 MUGLE: HC.1.A-C NETS: 3c; 4c,d DOK: 3</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Class discussion/lecture • PowerPoint • Journaling • Listening to cultural and historical examples 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Written quizzes and tests • Class discussion • Teacher observation • Content target assessment 		

Sample Assessment Questions

- What is the relationship of the poverty level of African nations and the creation of percussion instruments from that region?
- Trace the development of drama from the Italian opera to the Broadway musical

Instructional Resources/Tools

- Informational texts/articles, such as:
 - InTune Monthly
 - Teaching Music
- DVD/YouTube

Literacy Connections

- Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions
- Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic

Cross Curricular Connections

- Sociology: Cultural study
- Social Studies:
 - Geography – regional relations to style
 - History:
 - Invention
 - Development of new styles
 - Instruments
 - Genres

Music Appreciation

Strand	Historical and Cultural Contexts	
Big Idea	Develop and Apply the Knowledge and Skills to Understand Works of Art in Time and Place	
<p style="text-align: center;"><u>Concept</u></p> <p>G. Understands and relates to life experiences</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> • Discuss a variety of music related careers • Examine opportunities to contribute to the musical community • Identify music programs and resources within the community (e.g., Miller Performing Arts Center, Jefferson City Little Theater, Cantorum, Jefferson City Concert Series, etc.) • Demonstrates proper etiquette as an audience member and/or performer
<p>Alignments CCSS: 9-10.WHST.2; 9-10.WHST.7 Performance: 1.5, 1.6, 1.9, 1.10, 2.5, 2.6, 4.8 Knowledge: (FA) 1,4 MUGLE: IC.1.B,D NETS: 3c; 4c,d; 6b DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Internet research • Guest speakers • A+ Program 		

Assessments/Evaluations

- Formal content target writing assignment – assessed using a scoring guide
- Student evaluation
- Written quizzes and tests
- Teacher observation
- Classroom discussion

Sample Assessment Questions

- Compare and contrast informal and formal concert audience etiquette
- Complete a two-page biography of a musical artist or performer, discussing their contributions to the musical industry
- Complete a two-page report regarding a musical career, including full description, salary, and skills

Instructional Resources/Tools

- Various media sources

Literacy Connections

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigating

Cross Curricular Connections

- Business Law: Music attorney
- Drama: Theater
- Sociology: Vocation vs. avocation