

# MUSIC PACT

LENGTH OF TIME: ½ year, 90 minutes, every day

GRADE LEVEL: 9-12

## COURSE STANDARDS:

Students will:

1. Apply concepts of music theory to solve composition assignments. (NMCS 1, 3, 4, 5; PA Std 9.1)
2. Compare musical composition from different time periods. (NMCS 6, 7, 8, 9; PA Std 9.2, 9.3, 9.4)
3. Examine the history of music from Gregorian Chant to present. (NMCS 6, 7, 8, 9; PA Std 9.2, 9.3, 9.4)
4. Compose original music and critique. (NMCS 3, 4, 5; PA Std 9.1)
5. Collaborate and perform as a class. (NMCS 1, 2, 3, 4; PA Std 9.1)
6. Work cooperatively in class on orchestrating a 4-part chorale or carol. (NMCS 1, 2, 3, 4; PA Std 9.1)
7. Demonstrate piano skills such as scales, chords, simple two handed piece. (NMCS 2, 5; PA Std 9.1)
8. Reproduce melodic and rhythmic samples. (NMCS 2, 3, 5; PA Std 9.1)
9. Perform original compositions on familiar instruction. (NMCS 4, 5, 7; PA Std 9.3, 9.4)

## NATIONAL MUSIC CONTENT/ACHIEVEMENT STANDARDS (9-12)

\* - indicates advanced level of achievement of standard

1. Singing, alone and with others, a varied repertoire of music  
Students
  - a. sing with correct expression and technical accuracy (Level 4 Literature)
  - b. sing music in 4 parts
  - c. demonstrate well-developed ensemble skills
  - \*d. sing with correct expression and technical accuracy (Level 5 Literature)
  - \*e. sing music in more than 4 parts with and without accompaniment
  - \*f. sing in small ensembles with one on a part
2. Performing on instruments, alone and with others, a varied repertoire of music  
Students
  - a. perform with correct expression and technical accuracy (Level 4 Literature)
  - b. demonstrate well-developed ensemble skills
  - c. perform in ensemble with one on a part
  - \*d. perform with correct expression and technical accuracy (Level 5 Literature)
3. Improvising melodies, variations, and accompaniments  
Students
  - a. improvise stylistically appropriate harmonizing parts
  - b. improvise rhythmic/melodic variations on pentatonic melodies and melodies in major and minor keys
  - c. improvise original melodies over given chord progression
  - \*d. improvise stylistically appropriate harmonizing parts in variety of styles
  - \*e. improvise original melodies over given chord progression in variety of styles

4. Composing and arranging music within specified guidelines  
Students
  - a. compose music in several distinct styles demonstrating creativity in achieving expressive effects
  - b. arrange piece for different instrumentation or voice parts; preserve or enhance original expressive effect
  - c. compose/arrange for voices, acoustic and electronic instruments demonstrating knowledge of ranges and traditional usages of sound sources
  - \*d. compose music demonstrating imagination and technical skill in applying principles of composition.
5. Reading and notating music  
Students
  - a. demonstrate ability to read instrumental or vocal score up to 4 staves
  - b. sight-read in an instrumental ensemble with correct expression and technical accuracy (Level 3 Literature)
  - \*c. demonstrate ability to read full instrumental or vocal score; explain transpositions and clefs
  - \*d. interpret non-standard notation used in 20<sup>th</sup> century compositions
  - \*e. sight-read in an instrumental ensemble with correct expression and technical accuracy (Level 4 Literature)
6. Listening to, analyzing, and describing music  
Students
  - a. analyze the uses of elements of music and expressive devices in music of different genres and cultures (presented aurally)
  - b. demonstrate extensive knowledge of technical vocabulary of music
  - c. identify and explain compositional devices/techniques used to provide unity/variety and tension/release in a musical composition; give examples of other works that use similar devices/techniques
  - \*d. demonstrate ability to perceive and remember musical events in an aural example by describing significant events in detail
  - \*e. compare use of musical materials between given example and other work of same style/genre
  - \*f. analyze/describe elements of music that make a work unique, interesting, and expressive
7. Evaluating music and music performances  
Students
  - a. develop specific criteria for making informed, critical evaluations of the quality and effectiveness of musical events and then apply to personal participation in music
  - b. evaluate musical event by comparing to similar or exemplary model
  - \*c. evaluate musical event in terms of aesthetic qualities and explain the musical means it uses to evoke feelings and emotions
8. Understanding relationships between music, the other arts, and disciplines outside the arts  
Students
  - a. explain similar and distinct use of artistic process, organizational principles, and characteristic elements in various arts (cite examples)
  - b. compare characteristics of 2 or more arts within historical period or style (cite examples from various cultures)

- c. explain the ways in which principles and subject matter of other disciplines are interrelated to those of music
  - \*d. compare the use of artistic process, organizational principles, and characteristic elements in various arts in different historical periods and in different cultures
  - \*e. compare/contrast role of creators/performers/those involved in production and presentation in various arts
9. Understanding music in relation to history and culture
- Students
- a. using unfamiliar, but representative aural musical examples - classify by genre, style, historical period or culture; explain reasoning behind classification
  - b. using American music - identify genre, trace evolution of genre, and cite well-known musicians associated with genre
  - c. identify variety of roles performed by musicians, cite examples of specific musicians, describe their activities and achievements
  - \*d. identify/explain stylistic features of work that define aesthetic tradition and historical/cultural context
  - \*e. identify/describe music genres/styles that show influence of 2 or more cultural traditions; identify cultural source of each influence and trace historical condition that produced synthesis of influences

#### RELATED PA ACADEMIC STANDARDS FOR ARTS AND HUMANITIES

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
- A. Elements and principles in each Art Form
  - B. Demonstration of Dance, Music, Theatre and Visual Arts
  - C. Vocabulary Within each Art Form
  - D. Styles in Production, Performance and Exhibition
  - E. Themes in Art Forms
  - F. Historical and Cultural Production, Performance and Exhibition
  - G. Function and Analysis of Rehearsals and Practice Sessions
  - H. Safety Issues in the Arts
  - I. Community Performances and Exhibitions
  - J. Technologies in the Arts
  - K. Technologies in the Humanities
- 9.2 Historical and Cultural Contexts
- A. Context of Works in the Arts
  - B. Chronology of Works in the Arts
  - C. Styles and Genre in the Arts
  - D. Historical and Cultural Perspectives
  - E. Historical and Cultural Impact on Works in the Arts
  - F. Vocabulary for Historical and Cultural Context
  - G. Geographic regions in the arts
  - H. Pennsylvania artists
  - I. Philosophical context of works in the arts
  - J. Historical differences of works in the arts
  - K. Traditions within works in the arts
  - L. Common themes in works in the arts
- 9.3 Critical Response
- A. Critical Processes

- B. Criteria
  - C. Classifications
  - D. Vocabulary for Criticism
  - E. Types of Analysis
  - F. Comparisons
  - G. Critics in the Arts
- 9.4 Aesthetic Response
- A. Philosophical Studies
  - B. Aesthetic Interpretation
  - C. Environmental Influences
  - D. Artistic Choices

#### PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Performance of variety of rhythmic patterns on rhythm instruments. NMCS 2; Course Standard #8
2. Written tests and essays on history of music. NMCS 6,7,8,9; Course Standard #2, 3
3. Oral listening tests comparing music from different time periods. NMCS 6,7,9; Course Standard #2, 3
4. Theory workbooks to enhance notation skills and ear training. NMCS 5; Course Standard #1, 7
5. Perform in small ensembles on various instruments. NMCS 2; Course Standard #5, 9
6. Perform original compositions in class. NMCS 4, 5; Course Standard 4, 6, 9
7. Perform simple piano skills - scales, chords, and blues patterns, 2 hand piano pieces. NMCS 2; Course Standard 7
8. Improvising accompaniments on guitar or piano. NMCS 3; Course Standard 5, 7

#### DESCRIPTION OF COURSE:

This Music Theory course provides specialized instruction for all level students desiring practical knowledge in the use of music notation necessary for reading and writing music. Course content will include experiences in sight-singing, melody writing, harmonic structure, rhythmic and melodic dictation, study of various musical styles and forms, conducting, transposition, piano work, and “jam” time.

A self-paced approach to learning theory skills makes this course especially appealing to advanced music students and pop/rock musicians interested in composition skills.

#### TITLES OF UNITS:

1. Note Naming and Basic Theory
2. Rhythmic Training
3. Styles of Music through History
4. Basic Piano Skills
5. Sight Singing
6. Dictation
7. Arranging
8. Composition
9. Transposition

#### SAMPLE INSTRUCTIONAL STRATEGIES:

1. Hands on theory work - using the piano to learn scales, chords and key training (circle of 5ths)
2. Playing and writing of scales and rhythms.
3. Teaching simple songs to memorize intervals
4. Listening to samples of music to represent periods in music history - Medieval through 20th Century
5. Composition assignments with specific instructions.

#### MATERIALS:

1. Notebook
2. Theory books/Appreciation Books
3. Piano and keyboards
4. Percussion instruments
5. Tapes/CDs/Videos
6. Sight-singing materials

#### METHODS OF ASSISTANCE AND ENRICHMENT:

1. Computer (biographies of composers) and theory
2. Advanced theory books (Piston)
3. Peer teaching
4. Attendance at concerts, either professional or amateur.

#### PORTFOLIO DEVELOPMENT:

1. Completion of theory books
2. Completion of compositions, arrangements and tapes
3. Critiques of classmates compositions and performances

#### METHODS OF EVALUATION:

1. Oral tests on rhythm, dictation, listening
2. Theory workbook evaluations.
3. Written essays on specific questions regarding Music History
4. Piano Skills Evaluations weekly

#### INTEGRATED ACTIVITIES:

1. Concepts
  - music reading
  - theory levels
  - vocal or instrumental technique
2. Communication
  - interpretation of various musical styles
  - peer teaching
3. Thinking/Problem Solving
  - identify and demonstrate form and style in music
  - apply theory knowledge to compositions

4. Application of Knowledge

- sight-singing
- playing of instruments
- composition

5. Interpersonal Skills

- ensemble practice
- peer teaching