

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Music Appreciation

Board Approval Date: May 20, 2021	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: Elective Elective Area (if applicable): Fine Arts, VAPA
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway: N/A	
Intent to Pursue ‘A-G’ College Prep Status: Yes	
A-G Course Identifier: (f) Visual and Performing Arts	
Graduation Requirement: Yes	
Course Intent: District Course Program (if applicable): N/A	
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COURSE DESCRIPTION: (Online Course)

Music Appreciation introduces students to the history, theory, and genres of music, from the most primitive surviving examples through the classical to the most contemporary in the world at large. The course is offered in a two-semester format. The first semester covers primitive musical forms and classical music. The second semester presents the rich modern traditions, including American jazz, gospel, folk, soul, blues, Latin rhythms, rock, and roll, and hip-hop. The course explores the interface of music and social movements and examines how the emergent global society and the Internet bring musical forms together in new ways from all around the world.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
<p>1. Introduction to Music Appreciation</p>	<p>What are basic music vocabulary terms and what do they mean? What are the different branches of musicology, including ethnomusicology and music theory? What musical skills and knowledge do you already have? What is your personal performance and listening goals for this course? What are sound patterns of music and musical parameters?</p>	<p>*Study: What Do You Hear? Use specific music vocabulary words to describe the content of a musical example. *Quiz: Course Overview Take a quiz to assess your understanding of the material. *Study: What Can We Hear? Learn about the two dimensions of sound that the human ear can process.</p>	<p>*Test: Introduction to Music Appreciation</p>
<p>2. Music of the Primitive and Ancient World</p>	<p>What methods did ethnomusicologists use to understand the music of primitive and ancient cultures? What were the earliest forms of musical notation? What were the musical lives of Ancient Egypt? Ancient Israel? Ancient China? What was the Hornbostel-Sachs method for classifying instruments? How do you classify ancient and modern instruments from around the world?</p>	<p>*Study: Classifying Musical Instruments Compare the earliest musical instruments to those used today. *Learn to classify different instruments. *Quiz: Music of the Primitive World Take a quiz to assess your understanding of the material. *Quiz: Ancient Greek Music Take a quiz to assess your understanding of the material.</p>	<p>*Test: Music of the primitive and ancient world</p>
<p>3. Music of the Middle Ages and Renaissance</p>	<p>What are the origins of Western music? What is early music notation? What are musical instruments from the</p>	<p>*Quiz: Music from the Middle Ages Take a quiz to assess your understanding of the material. *Review: Music of the Middle Ages and Renaissance</p>	<p>*Test: Music of the Middle Ages and Renaissance</p>

	<p>Middle Ages? What are the differences between sacred and secular music?</p>	<p>Prepare for the unit test by reviewing key concepts and skills</p>	
<p>4. Baroque and Classical Music</p>	<p>*How would you describe “Spring” by Vivaldi using specific vocabulary? *How do you identify the essential qualities in a piece of Baroque music? *What are the defining periods of Baroque-era music? *What are major Baroque forms, including the concerto and the suite? *What are the developments of musical instruments through the Baroque era?</p>	<p>*Quiz: Music from the Baroque Period Take a quiz to assess your understanding of the material. *Quiz: Opera Take a quiz to assess your understanding of the material. *Study: Listening to Classical Music Use specific music vocabulary words to describe the content of a musical example from the classical period.</p>	<p>Test: Baroque and Classical Music</p>
<p>5. Romantic and 20th Century Music</p>	<p>*How would you apply specific music vocabulary to describe musical examples from the Romantic period? *What are examples of the typical style of the Romantic period as found in the composition Symphonie Fantastique by Hector Berlioz? *What are important events and people that influenced the music of the Romantic period? *How did culture and arts affect the development of music in the Romantic period?</p>	<p>*Quiz: Music from the Romantic Period Take a quiz to assess your understanding of the material. *Study: Nationalism in Music Learn about the rise of nationalism in music. What musical elements were altered in response to the desire of composers to reflect national pride? *Quiz: Important People in Music Take a quiz to assess your understanding of the material</p>	<p>*Test: Romantic and 20th Century Music</p>
<p>6. Jazz Music</p>	<p>*What are early jazz musical examples, using appropriate terminology?</p>	<p>*Quiz: Jazz up to Cool: 1860 – 1950 Take a quiz to assess your understanding of the</p>	<p>*Test: Jazz Music</p>

	<p>*What are the origins and evolution of early jazz musicians and styles?</p> <p>*What are the connections between the history of jazz and the history of America?</p>	<p>material.</p> <p>*Quiz: Jazz from Cool: 1950 – Present Take a quiz to assess your understanding of the material</p>	
7. Blues, Gospel, Soul and Motown Music	<p>*How the characteristics of blues music to other styles of music compare?</p> <p>*How are the influences that helped to inspire blues music described?</p> <p>*How would you describe the 12-bar blues harmonic pattern.</p> <p>*Who/what are important blues artists and songs?</p> <p>*What were the major social events that influenced the development of the blues?</p> <p>*How would you compare and contrast. "call-and-response" in the blues tradition with other music traditions?</p>	<p>*Quiz: The Blues Take a quiz to assess your understanding of the material.</p> <p>*Quiz: Gospel Music Take a quiz to assess your understanding of the material.</p> <p>*Quiz: Soul Music Take a quiz to assess your understanding of the material.</p>	Test: Blues, Gospel, Soul, and Motown Music
8. Folk, Bluegrass, and Country Music	<p>*How did bluegrass, country, and folk music grow out of traditional music.</p> <p>*What musical instruments were used in performing bluegrass, country, and folk music.</p> <p>*What elements of history and culture surround the creation and performance of bluegrass, country, and folk music.</p>	<p>*Study: Music Now and Long Ago Reflect on your music-listening habits and consider how technology affects musical choices.</p> <p>*Quiz: Shared Heritage Take a quiz to assess your understanding of the material.</p> <p>*Study: The Relationship of Country Music to History and Culture Connect the dots between country music, its musicians, and their historical context</p>	Test: Folk, Bluegrass, and Country Music
9. Rock-and-Roll Music	<p>*Who were the important people and artists in the development and</p>	<p>*Quiz: Rock-and-Roll Music Take a quiz to assess your understanding of the material</p>	Test: Rock and Roll Music

	<p>promotion of rock-and-roll music</p> <ul style="list-style-type: none"> *What were characteristics of the early rock-and-roll music style (using appropriate terms to define)? *What innovations in the evolution of rock and roll led to the many subgenres and imitative styles? *What are the various subgenres of rock and roll? 	<ul style="list-style-type: none"> *Quiz: Important People in Music Take a quiz to assess your understanding of the material. *Study: Who Was No. 1? Learn about the gradual influx of rock-and-roll music into the top spots on the popularity charts. When was Elvis at his peak? When did the Beatles have their first No. 1 hit? 	
<p>10. Hip Hop Music and Culture</p>	<ul style="list-style-type: none"> *What are elements (people and places) that helped contribute to the culture of hip-hop as it is known today? *What is the relationship between graffiti art and the culture of hip-hop. *How do the roles of MCs to those of DJs compare and contrast? *How were pre-existing songs re-created in the early development of hip-hop? *After analyzing hip-hop music, what elements were used in its production? 	<ul style="list-style-type: none"> *Quiz: Hip-Hop Music and Culture Take a quiz to assess your understanding of the material. *Quiz: Careers in Music Take a quiz to assess your understanding of the material. 	<p>Test: Hip-Hop Music and Culture</p>

ESSENTIAL STANDARDS:

Presenting: Interpreting and sharing artistic work.

Anchor Standard #4. Select, analyze, and interpret artistic work for presentation.

Responding: Understanding and evaluating how the arts convey meaning.

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Connecting: Relating artistic ideas and work with personal meaning and external context.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural, and historical context to deeper understanding.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/cr/cf/allfwks.asp>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>APEX: Music Appreciation</i>		APEX Online Courses		<i>2019</i>

Other Resource Materials

N/A

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

N/A