



JC Schools History of Jazz/Pop/Rock Yearly Standards

Overarching Standards (taught in all units)

National Standards for Music Education

Core Music Standard: Responding

- *Select*: Choose music appropriate for a specific purpose or context
- *Analyze*: Analyze how the structure and context of varied musical works inform the response
- *Interpret*: Support interpretations of musical works that reflect creators' and/or performers' expressive intent
- *Evaluate*: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria

Core Music Standard: Connecting

- Connecting 11: Relate musical ideas and works to varied contexts and daily life to deepen understanding

Units	Priority Standards	Supporting Standards
Unit 1: American Roots <i>Jazz, Blues, Gospel, Traditional Folk</i> 14 days	National Standards: 9-12.MU.6 Listening to, analyzing, describing music a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices b. demonstrate extensive knowledge of the technical vocabulary of music 9-12.MU.7 Evaluating music and music performances a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions,	(SS: American History) 9-12.DT.5.1.A Using a United States' historical lens, describe how people's perspectives shaped the sources/artifacts they created (FA) 9-12.AP.1.A-1 <u>General Music Classes</u> Identify and analyze forms and composition techniques <ul style="list-style-type: none"> • theme and variation • DC/Fine • DS al coda/Fine • AB/binary • ABA/ternary • song form • sonata

	<p>arrangements, and improvisations and apply the criteria in their personal participation in music</p> <p>b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models</p> <p>9-12.MU.8 Understanding relationships between music, the other arts, and disciplines outside the arts</p> <p>a. explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples</p> <p>b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</p> <p>c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music</p> <p>9-12.MU.9 Understanding music in relation to history and culture</p> <p>a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications</p> <p>b. identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them</p> <p>c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements</p>	<ul style="list-style-type: none"> • rondo • fugue • opera • ballet • *musical theatre • symphonic • Jazz • *sonata <p>(FA) 9-12.AP.1.B-1 <u>General Music Classes and Vocal and Instrumental Performance Classes</u> Determine the musical means (source) and size of group of an aural example</p> <p>(FA) 9-12.AP.1.B-2 <u>General Music Classes and Vocal and Instrumental Performance Classes</u> Describe the musical expression (mood) of an aural example</p> <p>(FA) 9-12.AP.1.B-3 <u>General Music Classes and Vocal and Instrumental Performance Classes</u> Determine the possible origin of an aural example (e.g., location and time)</p> <p>(FA) 9-12.AP.1.B-5 <u>General Music Classes and Vocal and Instrumental Performance Classes</u> Characterize the use of music by its intended function (purpose) and its intended audience</p> <p>(FA) 9-12.AP.2.A-1 <u>General Music Classes and Vocal and Instrumental Performance Classes</u> Develop criteria to distinguish between quality and non-quality performance through listening and</p>
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		<p>self-assessment with regard to the following musical elements:</p> <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • diction/articulation • style • posture/stage presence <p>(FA) 9-12.AP.2.B-1 <u>General Music Classes</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening</p> <p>(FA) 9-12.IC.1.A-1 <u>General Music Classes</u> 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 cite examples</p> <p>(FA) 9-12.IC.1.A-2 <u>General Music Classes</u> Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</p> <p>(FA) 9-12.IC.1.A-3 <u>General Music Classes</u> Explain how the roles of creators, performers, and others involved in the arts resemble and differ from one another in the various arts disciplines</p> <p>(FA) 9-12.IC.1.B-1</p>
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		<p><u>General Music Classes</u> Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music</p> <p>(FA) 9-12.IC.1.B-2 <u>General Music Classes</u> Compare and contrast the processes of analysis, inquiry, and creativity used in the arts to their use in other subject areas such as mathematics, literature, and the physical or social sciences</p> <p>(FA) 9-12.HC.1.A-1 <u>General Music Classes</u> Identify music from various styles and historical periods by comparing and contrasting selected elements of music</p> <p>(FA) 9-12.HC.1.B-1 <u>General Music Classes</u> Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples</p> <p>(FA) 9-12.HC.1.C-1 <u>General Music Classes</u> Describe the effects of society, culture and technology of music</p> <p>(FA) 9-12.HC.1.D-1 <u>General Music Classes</u> Discuss musical figures and their role as composers/performers/ innovators</p>
Unit 2:	<p>National Standards: 9-12.MU.6 Listening to, analyzing, describing music</p>	<p>(SS: American History) 9-12.DT.5.1.A Using a United States' historical lens, describe how people's perspectives shaped the sources/artifacts they created</p>

Birth of Country and Rock and Roll

Bluegrass, Country and Western, Country Blues, Rhythm and Blues, Swing, Rockabilly, Soul, Motown

14 days

- a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
- b. demonstrate extensive knowledge of the technical vocabulary of music
- c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

9-12.MU.7

Evaluating music and music performances

- a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music
- b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

9-12.MU.8

Understanding relationships between music, the other arts, and disciplines outside the arts

- a. explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts and cite examples
- b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

9-12.MU.9

(FA) 9-12.AP.1.A-1

General Music Classes

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

(FA) 9-12.AP.1.B-1

General Music Classes and Vocal and Instrumental Performance Classes

Determine the musical means (source) and size of group of an aural example

(FA) 9-12.AP.1.B-2

General Music Classes and Vocal and Instrumental Performance Classes

Describe the musical expression (mood) of an aural example

(FA) 9-12.AP.1.B-3

General Music Classes and Vocal and Instrumental Performance Classes

Determine the possible origin of an aural example (e.g., location and time)

	<p>Understanding music in relation to history and culture</p> <ol style="list-style-type: none"> classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements 	<p>(FA) 9-12.AP.1.B-5 <u>General Music Classes and Vocal and Instrumental Performance Classes</u> Characterize the use of music by its intended function (purpose) and its intended audience</p> <p>(FA) 9-12.AP.2.A-1 <u>General Music Classes and Vocal and Instrumental Performance Classes</u> Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:</p> <ul style="list-style-type: none"> • tone quality • expression/phrasing • rhythmic accuracy • pitch accuracy • part acquisition • blend/balance • diction/articulation • style • posture/stage presence <p>(FA) 9-12.AP.2.B-1 <u>General Music Classes</u> Demonstrate the ability to distinguish between quality and non-quality performance through listening</p> <p>(FA) 9-12.IC.1.A-1 <u>General Music Classes</u> 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 cite examples</p> <p>(FA) 9-12.IC.1.A-2</p>
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		<p>Describe the effects of society, culture and technology of music</p> <p>(FA) 9-12.HC.1.D-1 <u>General Music Classes</u> Discuss musical figures and their role as composers/performers/ innovators</p>
<p>Unit 3:</p> <p>Teenage Rebellion <i>Rock and Roll, California Sound, British Invasion, Folk Rock</i></p> <p>14 days</p>	<p>National Standards: 9-12.MU.6 Listening to, analyzing, describing music a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices b. demonstrate extensive knowledge of the technical vocabulary of music c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques</p> <p>9-12.MU.7 Evaluating music and music performances a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models</p> <p>9-12.MU.8 Understanding relationships between music, the other arts, and disciplines outside the arts</p>	<p>(SS: American History) 9-12.DT.5.1.A Using a United States' historical lens, describe how people's perspectives shaped the sources/artifacts they created</p> <p>(FA) 9-12.AP.1.A-1 <u>General Music Classes</u> Identify and analyze forms and composition techniques</p> <ul style="list-style-type: none"> • 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 <p>(FA) 9-12.AP.1.B-1 <u>General Music Classes and Vocal and Instrumental Performance Classes</u> Determine the musical means (source) and size of group of an aural example</p>

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<p>Unit 4:</p> <p>Evolution of Rock <i>Folk Rock, Acid Rock, Disco, Heavy Metal, MTV, Pop, Punk</i></p> <p>14 days</p>	<p>National Standards: 9-12.MU.6 Listening to, analyzing, describing music a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices b. demonstrate extensive knowledge of the technical vocabulary of music c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques</p> <p>9-12.MU.7 Evaluating music and music performances</p>	<p>(SS: American History) 9-12.DT.5.1.A Using a United States' historical lens, describe how people's perspectives shaped the sources/artifacts they created</p> <p>(FA) 9-12.AP.1.A-1 <u>General Music Classes</u> Identify and analyze forms and composition techniques</p> <ul style="list-style-type: none"> • theme and variation • DC/Fine • DS al coda/Fine • AB/binary • ABA/ternary • song form • sonata • rondo • fugue

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