



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Music Appreciation Curriculum

Course Description: High School Music Appreciation is a course designed to develop students' listening and analytical skills as they pertain to the consumption of music. Students will learn musical terminology to describe sound and apply this terminology as they explore various musical eras, from Medieval/Renaissance to Post-Modern.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
16 blocks	Materials of Music	Topic 1: Elements of Music Topic 2: Instruments + Ensembles Topic 3: Critical Listening
9 blocks	Medieval/Renaissance	Topic 1: Sacred Music Topic 2: Secular Music
11 blocks	Baroque	Topic 1: Sacred Music Topic 2: Secular Music
10-11 blocks	Classical	Topic 1: Chamber/Solo Music Topic 2: Orchestral Music Topic 3: Opera
16 blocks	Romantic	Topic 1: Orchestral Music Topic 2: Chamber/Solo Music Topic 3: Piano Music Topic 4: Opera Topic 5: Ballet

		Topic 6: American Influences
9 blocks	Modern	Topic 1: Nationalistic Music Topic 2: Jazz Topic 3: Musical Theater/Opera/Ballet
12 blocks	Post-Modern	Topic 1: Experimental Topic 2: Contemporary Topic 3: Film Music Topic 4: Popular Music Topic 5: Musical Theater/Opera

Unit 1: Materials of Music

Subject: Music Appreciation

Grade: 9-12

Name of Unit: Materials of Music

Length of Unit: 16 blocks (split into two sections)

Overview of Unit: In this unit, students will learn terminology to describe the sounds they hear. This terminology will fall under the following categories: Melody, Rhythm, Harmony, Organization, Texture, Form, Tempo, and Dynamics. Additionally, students will learn about the voice family, instrument families including strings, woodwinds, brass, percussion, and keyboards.

Priority Standards for unit:

- MU:Re7B.C.1a - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- MU:Pr4B.E.1a - Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Essential Questions:

1. How does understanding the structure and context of music inform a response?
2. How does understanding the structure and context of musical works inform performance?
3. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understanding/Big Ideas:

1. Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
2. Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
3. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Range: narrow, medium, wide Contour: upward, downward, wavelike, static Movement (intervals): conjunct, disjunct Meter: duple, triple, quadruple Divisions: simple, compound Nonmetric Consonant Dissonant Diatonic: major, minor Chromatic Modal Monophonic Polyphonic Homophonic Homorhythmic Strophic Through-composed Binary (A-B) Ternary (A-B-A) Grave Largo Adagio Andante Moderato Allegro Vivace Presto Accelerando Ritardando Pianissimo Piano Mezzo piano Mezzo forte Forte Fortissimo Syllabic Neumatic Melismatic Aerophones Chordophones Idiophones Membranophones Strings Woodwinds

	Brass Percussion Keyboards Choral ensemble Chamber ensemble Orchestra Band
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Unwrapped Priority Standards:

Priority Standard: Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will develop vocabulary to discuss and dissect the stylistic characteristics of each musical era.	3
	Analyzing
Students will develop comparative listening skills to differentiate the elements of music of different eras.	3
	Analyzing

Priority Standard: Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will identify basic musical elements within a score or excerpt of notated music.	1
	Understand
Students will identify/discuss the artistic impact of written musical elements in a score while listening to a recording.	1
	Understand

Engaging Scenario

Engaging Scenario Students will demonstrate knowledge of the seven elements of music through composition of an eight measure “Mini Song” on the music notation platform Noteflight. At the conclusion of each daily lesson, students will add a new element of music to their composition, beginning with melody and followed by rhythm, harmony, organization, texture, form, tempo, and dynamics, resulting in a completed song by the end of the unit.

Benjamin Britten’s *The Young Person’s Guide to the Orchestra* - culminating listening activity
Britten’s *The Young Person’s Guide to the Orchestra* is an orchestral piece that introduces students to all of the materials of music introduced in Unit 1. Students need to review the concepts from each topic: melody, rhythm, harmony, texture, form, etc. This piece also works well as an introduction to the orchestra ensemble. Students will be expected to verbalize the different elements of music and the instruments heard in the orchestra by using the vocabulary/terminology learned throughout Unit 1.

Rubric for Engaging Scenario:

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Application of Musical Elements (MU:Re7B.C.Ia)	Accurately and creatively integrates all 7 elements of music with clear stylistic and expressive intent.	Integrates all 7 elements of music accurately and with general stylistic awareness.	Includes most elements, though with limited accuracy or understanding of their function.	Includes few musical elements; significant misunderstanding or missing components.
Use of Music Notation Tools (MU:Pr4B.E.Ia)	Uses Noteflight with high accuracy and fluency; demonstrates strong command of music notation and structure.	Uses Noteflight with general accuracy; notation is clear and mostly correct.	Some errors in notation; limited use of features; structural understanding is emerging.	Difficulty using Noteflight; notation is largely inaccurate or incomplete.
Analysis & Listening Skills (MU:Re7B.C.Ia)	Identifies and explains musical elements and instrument families in Britten's piece with precision and appropriate terminology.	Accurately identifies most elements and instruments; uses correct vocabulary.	Identifies some musical elements or instruments; limited or inconsistent terminology.	Struggles to identify elements/instruments; minimal or incorrect use of vocabulary.
Reflection & Personal Connection (MU:Re7B.C.Ia)	Insightfully connects musical analysis to personal growth as a listener or creator; demonstrates metacognitive awareness.	Makes general connections between analysis and personal growth as a listener or creator.	Basic or unclear connections to personal musical development.	No meaningful reflection or connection to personal musical experience.

Organization & Structure of Composition <i>(MU:Pr4B.E.Ia)</i>	Composition exhibits strong structural cohesion (e.g., form, phrasing); demonstrates intentional organization.	Composition has a clear structure; mostly cohesive with logical phrasing.	Structure is somewhat inconsistent; phrasing or form may lack clarity.	Little to no structural organization; composition appears fragmented or incomplete.
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Topic 1: Elements of Music

Engaging Experience 1

Title: Melody

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- MU:Re7B.C.Ia - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- MU:Pr4B.E.Ia - Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Supporting:

Detailed Description/Instructions:

Teacher will deploy “An Overview of Melody - [Nearpod](#)” or a similar activity.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Engaging Experience 2

Title: Rhythm

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- MU:Re7B.C.Ia - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- MU:Pr4B.E.Ia - Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Supporting:

Detailed Description/Instructions:

Teacher will deploy “An Overview of Rhythm - [Nearpod](#)” or a similar activity.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Engaging Experience 3

Title: Harmony

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- MU:Re7B.C.Ia - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- MU:Pr4B.E.Ia - Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Supporting:

Detailed Description/Instructions:

Teacher will deploy “An Overview of Harmony - [Nearpod](#)” or a similar activity.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Engaging Experience 4

Title: Organization

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- MU:Re7B.C.Ia - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

Supporting:

- MU:Pr4B.E.Ia - Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Detailed Description/Instructions:

Teacher will perform/play the different scales: major, minor, and chromatic and students will be able to aurally and visually identify the different scales by their patterns & sounds.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Engaging Experience 5

Title: Texture

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- MU:Re7B.C.Ia - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- MU:Pr4B.E.Ia - Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Supporting:

Detailed Description/Instructions:

Singing in a round (*Row, Row, Row Your Boat*) in small groups to experience monophonic, homophonic, & polyphonic textures.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 6

Title: Form

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- MU:Re7B.C.Ia - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- MU:Pr4B.E.Ia - Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Supporting:

Detailed Description/Instructions:

Teacher will deploy “An Overview of Form - [Nearpod](#)” or similar activity.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 7

Title: Tempo

Suggested Length of Time: ½-1 block

Standards Addressed

Priority:

- MU:Re7B.C.Ia - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- MU:Pr4B.E.Ia - Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Supporting:

Detailed Description/Instructions:

Teacher will deploy “An Overview of Tempo - [Nearpod](#)” or similar activity.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Engaging Experience 8

Title: Dynamics

Suggested Length of Time: ½-1 block

Standards Addressed

Priority:

- MU:Re7B.C.Ia - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.
- MU:Pr4B.E.Ia - Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

Supporting:

Detailed Description/Instructions:

Teacher will deploy “An Overview of Dynamics - [Nearpod](#)” or similar activity.

Bloom’s Levels: Analyze

Webb’s DOK: 3

Topic 2: Instruments & Ensembles

Engaging Experience 1

Title: Voices

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- MU:Re7B.C.Ia - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

Supporting:

Detailed Description/Instructions:

Teacher will show voice-specific videos detailing the four voice parts (soprano, alto, tenor, bass) and discuss their typical characteristics and ranges.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 2

Title: Instruments

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- MU:Re7B.C.Ia - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

Supporting:

Detailed Description/Instructions:

Teacher will show instrument-specific videos showcasing strings, woodwinds, brass, percussion, & keyboards.

Bloom's Levels: Analyze

Webb's DOK: 3

Engaging Experience 3

Title: Musical Ensembles

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- MU:Re7B.C.Ia - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

Supporting:

Detailed Description/Instructions:

Teacher will show ensemble-specific videos & audio examples showcasing choral, chamber, orchestral, & band groups, as well as the role of the conductor.

Bloom's Levels: Analyze

Webb's DOK: 3

Topic 3: Critical Listening

Engaging Experience 1

Title: Critical Listening

Suggested Length of Time: 2-3 blocks (and ongoing throughout the semester)

Standards Addressed

Priority:

- MU:Re7B.C.Ia - Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.

Supporting:

Detailed Description/Instructions:

Throughout the semester, students will be developing listening skills based on the elements of music. Supplemental activities to support this development include Britten's *The Young Person's Guide to Orchestra* listening analysis activity, learning about concert etiquette & preparation, and comparing current KC Symphony season with composers/pieces from the book.

Bloom's Levels: Analyze

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Elements of Music	Melody	Teacher will deploy “An Overview of Melody - Nearpod ” or a similar activity.	1 block
	Rhythm	Teacher will deploy “An Overview of Rhythm - Nearpod ” or a similar activity.	1 block
	Harmony	Teacher will deploy “An Overview of Harmony - Nearpod ” or a similar activity.	1 block
	Organization	Teacher will perform/play the different scales: major, minor, and chromatic and students will be able to aurally and visually identify the different scales by their patterns & sounds.	1 block
	Texture	Singing in a round (<i>Row, Row, Row Your Boat</i>) in small groups to experience monophonic, homophonic, & polyphonic textures.	1 block
	Form	Teacher will deploy “An Overview of Form - Nearpod ” or similar activity.	1 block
	Tempo	Teacher will deploy “An Overview of Tempo - Nearpod ” or similar activity.	½ - 1 block
	Dynamics	Teacher will deploy “An Overview of Dynamics - Nearpod ” or similar activity.	½ - 1 block
Topic 2: Instruments & Ensembles	Voices	Teacher will show voice-specific videos detailing the four voice parts (soprano, alto, tenor, bass) and discuss their typical characteristics and ranges.	1 block
	Instruments	Teacher will show instrument-specific videos showcasing strings, woodwinds, brass, percussion, & keyboards.	2 blocks

	Musical Ensembles	Teacher will show ensemble-specific videos & audio examples showcasing choral, chamber, orchestral, & band groups, as well as the role of the conductor.	1 block
Topic 3: Critical Listening	Critical Listening	Throughout the semester, students will be developing listening skills based on the elements of music. Supplemental activities to support this development include Britten's <i>The Young Person's Guide to Orchestra</i> listening analysis activity, learning about concert etiquette & preparation, and comparing current KC Symphony season with composers/pieces from the book.	2-3 blocks (and ongoing throughout the semester)

Unit 2: Medieval/Renaissance

Subject: Music Appreciation

Grade: 9-12

Name of Unit: Medieval/Renaissance

Length of Unit: 9 blocks

Overview of Unit: During this unit, students will learn about the history of music throughout the Medieval and Renaissance time periods, focusing on the distinctions of sacred and secular music.

Priority Standards for unit:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Essential Questions:

1. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
3. How do we discern the musical creators' and performers' expressive intent?

Enduring Understanding/Big Ideas:

1. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
2. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
3. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Plain chant Chansons Troubadours Trouveres Sacred Secular Word- Painting Madrigal Motet Cantus Firmus

Unwrapped Priority Standards:

Priority Standard: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will connect musical compositions & styles with significant developments in visual art from the same historical period.	2
	Applying
Students will connect musical compositions & styles with significant social and political events occurring during the same historical period.	2
	Applying
Students will connect musical compositions & styles with significant developments in daily life occurring during the same historical period.	2
	Applying

Priority Standard: Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use their listening skills to identify the elements of music of this particular era.	1
	Understand
Students will use vocabulary to discuss and dissect the stylistic characteristics of teacher-provided musical examples from each historical era.	3
	Analyzing
Students will use vocabulary to discuss and dissect the stylistic characteristics of student-provided musical examples from each historical era.	3
	Analyzing

Priority Standard: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of each element of music.	3
	Analyzing
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of historical context.	3
	Analyzing
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of the text setting (when appropriate).	3
	Analyzing

Engaging Scenario

Engaging Scenario

Option 1:

At the beginning of the unit, provide students with a representative piece of music from the Medieval/Renaissance era. Instruct them to make observations about the music, either aurally or within notated musical form. At the end of the unit, students will follow the same procedure with the same piece of music: this time, they will be expected to analyze/describe the music using terminology learned in this unit. Students will pair this analysis with a one paragraph reflection about how their understanding of this style of music evolved over the course of the unit.

Select vocabulary terms to be identified, whether in the score or aurally.

Option 2:

Written Assessment (multiple choice, true/false, short answer, listening) - Student will demonstrate knowledge of:

The commonly accepted dates for the era

Terms and vocabulary associated with music of the era

Historically significant composers/ performers of the era

Recognition genre, elements, and texture of audio examples of Project (as determined by instructor)

Rubric for Engaging Scenario Option 1:

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Musical Analysis & Vocabulary Use (<i>MU:Re8A.E.Ia</i>)	Thorough, precise analysis of musical work using accurate and varied terminology; clearly identifies musical features of the era.	Accurate analysis using appropriate terminology; identifies most musical features with clarity.	Basic analysis with some terminology errors; identifies limited features.	Incomplete or inaccurate analysis; minimal use of musical terminology.
Interpretation of Expressive Intent (<i>MU:Re8A.E.Ia</i>)	Insightfully explains composer's intent using contextual, musical, and personal evidence; makes clear stylistic connections.	Explains expressive intent with supporting details from music and context.	Partially explains intent; support is minimal or not clearly connected.	Expressive intent unclear or unsupported; minimal or no relevant explanation.
Reflection on Musical Understanding (<i>MU:Co11A.C.Ia</i>)	Reflection shows deep understanding of learning progression; articulates specific ways knowledge has grown.	Clearly reflects on change in understanding; identifies growth in specific areas.	Reflection mentions general learning but lacks depth or specificity.	Reflection is vague, off-topic, or missing insight into personal learning.

Connection to Contexts & Daily Life <i>(MU:Co11A.C.1a)</i>	Makes rich, relevant connections between music of the era and other disciplines, historical context, or personal experiences.	Identifies appropriate connections to historical/cultural or personal context.	Makes limited or general connections; may lack relevance or clarity.	Does not make clear or relevant connections beyond the music itself.
Score or Aural Observation Skills <i>(MU:Pr6A.C.1a)</i>	Observes and identifies specific musical characteristics in both score and aural form with strong accuracy and detail.	Correctly identifies most features in score or by ear using unit vocabulary.	Identifies a few musical features; some vocabulary may be misapplied.	Observations are mostly inaccurate, unclear, or overly simplistic.

Topic 1: Sacred Music

Engaging Experience 1

Title: Comparisons to popular music

Suggested Length of Time: 3 blocks

Standards Addressed

Priority:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions:

Relate plainchant examples to modern/popular music (Halo theme, Enigma, etc.) to hear where recent artists have been influenced by Medieval composers of the church.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 2: Secular Music

Engaging Experience 1

Title: Listening to chansons, madrigals

Suggested Length of Time: 3 blocks

Standards Addressed

Priority:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions:

Using various video and audio examples, listen critically to chansons and madrigals from this time period and compare and contrast them to each other, considering style, form, text, performance practice, etc.

Bloom's Levels: Analyzing

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Topic 1: Sacred Music	Comparisons to popular music	Relate plainchant examples to modern/popular music (Halo theme, Enigma, etc.) to hear where recent artists have been influenced by Medieval composers of the church.	3 blocks
Topic 2: Secular Music	Listening to chansons, madrigals	Using various video and audio examples, listen critically to chansons and madrigals from this time period and compare and contrast them to each other, considering style, form, text, performance practice, etc	3 blocks

Unit 3: Baroque

Subject: Music Appreciation

Grade: 9-12

Name of Unit: Baroque

Length of Unit: 11 blocks

Overview of Unit: During this unit, students will learn about the history of music throughout the Baroque time periods, focusing on the distinctions of sacred and secular music.

Priority Standards for unit:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Essential Questions:

1. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
3. How do we discern the musical creators' and performers' expressive intent?

Enduring Understanding/Big Ideas:

1. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
2. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
3. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Castrato Opera Aria Recitative Libretto Cantata Chorale Oratorio Suite Concerto Ritornello Program Music Fugue

Unwrapped Priority Standards:

Priority Standard: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will connect musical compositions & styles with significant developments in visual art from the same historical period.	2
	Applying
Students will connect musical compositions & styles with significant social and political events occurring during the same historical period.	2
	Applying
Students will connect musical compositions & styles with significant developments in daily life occurring during the same historical period.	2
	Applying

Priority Standard: Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use their listening skills to identify the elements of music of this particular era.	1
	Understand
Students will use vocabulary to discuss and dissect the stylistic characteristics of teacher-provided musical examples from each historical era.	3
	Analyzing
Students will use vocabulary to discuss and dissect the stylistic characteristics of student-provided musical examples from each historical era.	3
	Analyzing

Priority Standard: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of each element of music.	3
	Analyzing
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of historical context.	3
	Analyzing
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of the text setting (when appropriate).	3
	Analyzing

Engaging Scenario

Engaging Scenario

Option 1:

At the beginning of the unit, provide students with a representative piece of music from the Baroque era. Instruct them to make observations about the music, either aurally or within notated musical form. At the end of the unit, students will follow the same procedure with the same piece of music: this time, they will be expected to analyze/describe the music using terminology learned in this unit. Students will pair this analysis with a one paragraph reflection about how their understanding of this style of music evolved over the course of the unit.

Option 2:

Written Assessment (multiple choice, true/false, short answer, listening) - Student will demonstrate knowledge of:

The commonly accepted dates for the era

Terms and vocabulary associated with music of the era

Historically significant composers/ performers of the era

Recognition genre, elements, and texture of audio examples of Project (as determined by instructor)

Rubric for Engaging Scenario:

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Musical Analysis & Terminology (<i>MU:Re8A.E.Ia</i>)	Demonstrates a deep, accurate analysis of Baroque characteristics using rich, era-specific vocabulary (e.g., basso continuo, ornamentation, terraced dynamics).	Accurately analyzes Baroque characteristics using appropriate musical terminology.	Partially identifies Baroque features; uses limited or sometimes inaccurate terminology.	Analysis is unclear or inaccurate; vocabulary is missing or misused.
Interpretation of Expressive Intent (<i>MU:Re8A.E.Ia</i>)	Offers thoughtful, well-supported interpretation of the composer's expressive intent, drawing on multiple musical and contextual elements.	Provides a clear interpretation of expressive intent supported by musical evidence.	Attempts interpretation, but lacks strong support or clarity.	Interpretation is vague, unsupported, or not clearly stated.
Reflection on Musical Understanding (<i>MU:Co11A.C.Ia</i>)	Reflection insightfully explains how understanding of Baroque music evolved, showing growth and meaningful personal or academic connection.	Clearly describes changes in understanding over time with specific references.	Reflection shows limited or general awareness of growth in understanding.	Reflection is vague, superficial, or lacks reference to learning progression.

Connection to Contexts or Daily Life <i>(MU:Co11A.C.1a)</i>	Draws sophisticated connections between Baroque music and historical, cultural, artistic, or personal contexts.	Identifies clear, relevant connections to broader contexts or experiences.	Makes general or underdeveloped contextual/personal connections.	Fails to make relevant or meaningful connections to context or life.
Aural or Score-Based Observations <i>(MU:Pr6A.C.1a)</i>	Accurately and fluently identifies detailed musical features aurally and/or in notation, demonstrating clear understanding of expressive use of elements.	Accurately identifies key musical features with appropriate use of terms.	Identifies some musical features, though inconsistently or with some inaccuracy.	Observations are largely inaccurate, incomplete, or off-topic.

Topic 1: Sacred Music

Engaging Experience 1

Title: Comparisons of Medieval, Renaissance, and Baroque styles

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions: Using various video and audio examples, listen critically to music in each style covered so far and compare and contrast the styles, considering form, text, performance practice, etc. Listen to genres such as chants, motets, and masses.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 2: Secular Music

Engaging Experience 1

Title: Connections between music & poetry in program music

Suggested Length of Time: 6 blocks

Standards Addressed

Priority:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions:

Dissect various examples of program music, including Vivaldi's Four Seasons, and how music is used to tell a story through the poetry provided in the score.

Listen to other genres of secular music such as chansons and madrigals. Compare secular Renaissance music to Sting's album, "Songs From the Labyrinth."

Bloom's Levels: Analyzing

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Topic 1: Sacred Music	Comparisons of Medieval, Renaissance, and Baroque styles	Using various video and audio examples, listen critically to music in each style covered so far and compare and contrast the styles, considering form, text, performance practice, etc. Listen to genres such as chants, motets, and masses.	2 blocks
Topic 2: Secular Music	Connections between music & poetry in program music	Dissect various examples of program music, including Vivaldi's Four Seasons, and how music is used to tell a story through the poetry provided in the score. Listen to other genres of secular music such as chansons and madrigals. Compare secular Renaissance music to Sting's album, "Songs From the Labyrinth."	6 blocks

Unit 4: Classical

Subject: Music Appreciation

Grade: 9-12

Name of Unit: Classical

Length of Unit: 10-11 blocks

Overview of Unit: During this unit, students will learn about the history of music throughout the Classical time period, focusing on the distinctions of chamber/solo music, orchestra music, and opera.

Priority Standards for unit:

- MU:Co11A.C.Ia - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.Ia - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.Ia - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Essential Questions:

1. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
3. How do we discern the musical creators' and performers' expressive intent?

Enduring Understanding/Big Ideas:

1. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
2. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
3. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Patronage Thematic Development Absolute Music Theme & Variations Chamber Music String Quartet Symphony Overture Sonata-Allegro Form Exposition Development Recapitulation Minuet & Trio Cadenza Sonata-Rondo Form Sonata Opera seria Opera buffa Requiem

Unwrapped Priority Standards:

Priority Standard: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will connect musical compositions & styles with significant developments in visual art from the same historical period.	2
	Applying
Students will connect musical compositions & styles with significant social and political events occurring during the same historical period.	2
	Applying
Students will connect musical compositions & styles with significant developments in daily life occurring during the same historical period.	2
	Applying

Priority Standard: Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use their listening skills to identify the elements of music of this particular era.	1
	Understand
Students will use vocabulary to discuss and dissect the stylistic characteristics of teacher-provided musical examples from each historical era.	3
	Analyzing
Students will use vocabulary to discuss and dissect the stylistic characteristics of student-provided musical examples from each historical era.	3
	Analyzing

Priority Standard: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of each element of music.	3
	Analyzing
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of historical context.	3
	Analyzing
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of the text setting (when appropriate).	3
	Analyzing

Engaging Scenario

Engaging Scenario

Option 1:

At the beginning of the unit, provide students with a representative piece of music from the Classical era. Instruct them to make observations about the music, either aurally or within notated musical form. At the end of the unit, students will follow the same procedure with the same piece of music: this time, they will be expected to analyze/describe the music using terminology learned in this unit. Students will pair this analysis with a one paragraph reflection about how their understanding of this style of music evolved over the course of the unit.

Option 2:

Written Assessment (multiple choice, true/false, short answer, listening) - Student will demonstrate knowledge of:

The commonly accepted dates for the era

Terms and vocabulary associated with music of the era

Historically significant composers/ performers of the era

Recognition genre, elements, and texture of audio examples of Project (as determined by instructor)

Rubric for Engaging Scenario:

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Musical Analysis & Terminology (<i>MU:Re8A.E.Ia</i>)	Provides a detailed and insightful analysis using accurate Classical-era vocabulary (e.g., homophony, sonata form, clarity of phrase structure, balance). Demonstrates deep understanding of form and style.	Uses appropriate terminology to accurately describe Classical-era characteristics and form.	Describes some musical features of the Classical era with limited accuracy or incomplete vocabulary.	Analysis is minimal, unclear, or contains major misunderstandings about the era.
Interpretation of Expressive Intent (<i>MU:Re8A.E.Ia</i>)	Offers a compelling interpretation supported by detailed musical and contextual evidence; addresses composer's intent with depth.	Explains expressive intent clearly, supported by musical or contextual details.	Interpretation is present but lacks sufficient support or depth.	Expressive intent is unclear, unsupported, or missing.
Reflection on Musical Understanding (<i>MU:Co11A.C.Ia</i>)	Thoughtfully reflects on how understanding has developed throughout the unit, showing specific insights and connections to learning.	Describes how understanding has grown using specific references to musical concepts or experiences.	Acknowledges learning but with vague or limited explanation.	Reflection lacks clarity, detail, or evidence of learning growth.

Connection to Contexts or Other Arts/Disciplines <i>(MU:Co11A.C.Ia)</i>	Demonstrates sophisticated connections to Classical period culture, other arts, or modern-day applications (e.g., architecture, drama, Enlightenment ideas).	Makes relevant connections between Classical music and historical, cultural, or interdisciplinary contexts.	Makes some general or partially accurate connections; may lack specificity.	Makes minimal or inaccurate contextual connections.
Aural or Notated Observations <i>(MU:Pr6A.C.Ia)</i>	Identifies and explains musical features fluently in both aural and notated forms, demonstrating clear grasp of structure and expressive use.	Accurately identifies most relevant features using either aural or score-based analysis.	Identifies a few features but with limited accuracy or vocabulary.	Observations are largely inaccurate or incomplete; lacks relevant terminology.

Topic 1: Chamber/Solo Music

Engaging Experience 1

Title: Comparison of Baroque & Classical styles

Suggested Length of Time: 3 blocks

Standards Addressed

Priority:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions: Using various video and audio examples, listen critically to music in each style covered so far and compare and contrast the styles, considering form, text, performance practice, etc. Listen to string quartets, sonatas, etc. Compare and contrast Mozart and Bach.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 2: Orchestral Music

Engaging Experience 1

Title: Beethoven's Symphony No. 5 worksheet

Suggested Length of Time: 3-4 blocks

Standards Addressed

Priority:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions:

Using a chart worksheet, listen to and describe all of the elements of music heard in each of the four movements of Beethoven's 5th Symphony. Discuss how sonata form is employed throughout the symphony, and determine which elements bridge the gap between Classical and Romantic styles.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 3: Opera

Engaging Experience 1

Title: Mozart opera discussion

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions: Students will watch the *Amadeus* movie and discuss the differences and similarities to current films with comic and serious elements.

Bloom's Levels: Analyzing

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Topic 1: Chamber/ Solo Music	Comparison of Baroque & Classical styles	Using various video and audio examples, listen critically to music in each style covered so far and compare and contrast the styles, considering form, text, performance practice, etc. Listen to string quartets, sonatas, etc. Compare and contrast Mozart and Bach.	3 blocks
Topic 2: Orchestral Music	Beethoven's Symphony No. 5 worksheet	Using a chart worksheet, listen to and describe all of the elements of music heard in each of the four movements of Beethoven's 5th Symphony. Discuss how sonata form is employed throughout the symphony, and determine which elements bridge the gap between Classical and Romantic styles.	3-4 blocks
Topic 3: Opera	Mozart opera discussion	Students will watch the Amadeus movie and discuss the differences and similarities to current films with comic and serious elements.	1 block

Unit 5: Romantic

Subject: Music Appreciation

Grade: 9-12

Name of Unit: Romantic

Length of Unit: 16 blocks (split into two sections)

Overview of Unit: During this unit, students will learn about the history of music throughout the Romantic time period, focusing on the distinctions of orchestral music, chamber/solo music, piano music, opera, ballet, and American influences.

Priority Standards for unit:

- MU:Co11A.C.Ia - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.Ia - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.Ia - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting Standards for unit:

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Essential Questions:

1. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
3. How do we discern the musical creators' and performers' expressive intent?

Enduring Understanding/Big Ideas:

1. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
2. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
3. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Orchestration Art song Lied Through composed Modified strophic Song cycles Rubato Mazurka A-B-A Program music Absolute music Program symphony Idee fixe Thematic transformation Concert overture Incidental music Concert overture Symphonic poem Opera seria Opera buffa Bel canto Singspiel Music drama Leitmotifs Ballet Impressionism Camp meetings Spirituals Harlem Renaissance Wind band Strains

Unwrapped Priority Standards:

Priority Standard: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will connect musical compositions & styles with significant developments in visual art from the same historical period.	2
	Applying
Students will connect musical compositions & styles with significant social and political events occurring during the same historical period.	2
	Applying
Students will connect musical compositions & styles with significant developments in daily life occurring during the same historical period.	2
	Applying

Priority Standard: Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use their listening skills to identify the elements of music of this particular era.	1
	Understand
Students will use vocabulary to discuss and dissect the stylistic characteristics of teacher-provided musical examples from each historical era.	3
	Analyzing
Students will use vocabulary to discuss and dissect the stylistic characteristics of student-provided musical examples from each historical era.	3
	Analyzing

Priority Standard: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of each element of music.	3
	Analyzing
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of historical context.	3
	Analyzing
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of the text setting (when appropriate).	3
	Analyzing

Engaging Scenario

Engaging Scenario

Option 1:

At the beginning of the unit, provide students with a representative piece of music from the Classical era. Instruct them to make observations about the music, either aurally or within notated musical form. At the end of the unit, students will follow the same procedure with the same piece of music: this time, they will be expected to analyze/describe the music using terminology learned in this unit. Students will pair this analysis with a one paragraph reflection about how their understanding of this style of music evolved over the course of the unit.

Option 2:

Written Assessment (multiple choice, true/false, short answer, listening) - Student will demonstrate knowledge of:

The commonly accepted dates for the era

Terms and vocabulary associated with music of the era

Historically significant composers/ performers of the era

Recognition genre, elements, and texture of audio examples of Project (as determined by instructor)

Rubric for Engaging Scenario:

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Musical Analysis & Terminology (<i>MU:Re8A.E.Ia</i>)	Provides an in-depth analysis using accurate Romantic-era vocabulary (e.g., chromaticism, rubato, programmatic music, expanded orchestra); demonstrates a strong grasp of expressive and structural features.	Uses accurate and appropriate terminology to describe key Romantic characteristics and musical elements.	Identifies some Romantic features, but with limited vocabulary or partial accuracy.	Analysis is minimal, lacks key terminology, or contains major errors about style.
Interpretation of Expressive Intent (<i>MU:Re8A.E.Ia</i>)	Presents a sophisticated interpretation supported by detailed references to emotion, text (if applicable), instrumentation, and historical context.	Explains expressive intent with relevant evidence from musical and contextual elements.	Attempts interpretation, but connections are vague or weakly supported.	Expressive intent is unclear, unsupported, or not addressed.
Reflection on Musical Understanding (<i>MU:Co11A.C.Ia</i>)	Insightfully describes how understanding evolved over time; connects to key Romantic concepts and broader artistic or emotional themes.	Reflects clearly on learning growth with specific references to musical features and experiences.	Provides a basic reflection with limited reference to concepts or personal development.	Reflection lacks detail, clarity, or does not show evidence of growth.

Connection to Contexts or Other Arts/Disciplines <i>(MU:Co11A.C.Ia)</i>	Makes rich, nuanced connections between Romantic music and other art forms (literature, ballet, visual art), historical movements (nationalism, individualism), or daily life.	Establishes relevant connections to cultural or interdisciplinary contexts.	Connections are vague, general, or only partially relevant to the music.	Fails to establish meaningful or accurate connections.
Aural or Notated Observations <i>(MU:Pr6A.C.Ia)</i>	Identifies and explains a wide range of musical features (melodic shape, orchestration, dynamics, expression) with fluency and insight using both aural and/or notated sources.	Observes and describes key musical features with reasonable accuracy.	Observations are partially accurate, lacking detail or clarity.	Observations are incomplete, inaccurate, or off-topic.

Topic 1: Orchestral Music

Engaging Experience 1

Title: Symphonic & Programmatic Discussions

Suggested Length of Time: 5 blocks

Standards Addressed

Priority:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions:

Listen to larger forms of orchestral music such as program symphonies and nationalistic symphonic poems through the works of Berlioz, Grieg, Brahms, Debussy, & Dvorak. Discuss the stories told through the program music composed by these Romantic composers.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 2: Chamber/Solo Music

Engaging Experience 1

Title: Listening to German Romantic chamber music

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions: Play examples of German Romantic music, including Lied (Schubert's Elfking) and Siegfried by Wagner. Discuss text, orchestration, compositional devices, and social/political context.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 3: Piano Music

Engaging Experience 1

Title: Romantic Piano discussion

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions:

Play a recording of Chopin: Mazurka in B-flat Minor, Op.24, No. 4 and other varying examples of Chopin and Hensel. Discuss the importance of the piano and the function of the piano in today's world.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 4: Opera

Engaging Experience 1

Title: Italian & German opera viewings

Suggested Length of Time: 2-3 blocks

Standards Addressed

Priority:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions: Listen to and discuss the works of Verdi, Wagner, Rossini, & Puccini, including *Barber of Seville*. Discuss famous opera singers of the era (Jenny Lind) who not only sang opera but crossed over to “popular styles,” similarly to today’s Lady Gaga, Josh Groban, and Michael Bolton.

Bloom’s Levels: Analyzing

Webb’s DOK: 3

Topic 5: Ballet

Engaging Experience 1

Title: Nutcracker and Swan Lake (Tchaikovsky)

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions: Listen to and view excerpts from Nutcracker and Swan Lake. Discuss Tchaikovsky's influences and compositional strategies, including leitmotif.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 6: American Influences

Engaging Experience 1

Title: African - American Spirituals

Suggested Length of Time: 1 block

Standards Addressed

Priority:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions:

Listen to examples of African American spirituals, including “Wade in the Water,” “Go Down Moses,” and “Swing Low, Sweet Chariot.” Explore African American spirituals by discussing coded language and themes of the coded language. Have students write an example of their own coded song.

Bloom’s Levels: Analyzing

Webb’s DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Topic 1: Orchestral Music	Symphonic & Programmatic Discussions	Listen to larger forms of orchestral music such as program symphonies and nationalistic symphonic poems through the works of Berlioz, Grieg, Brahms, Debussy, & Dvorak. Discuss the stories told through the program music composed by these Romantic composers.	5 blocks
Topic 2: Chamber/ Solo Music	Listening to German Romantic chamber music	Play examples of German Romantic music, including Lied (Schubert's Elfking) and Siegfried by Wagner. Discuss text, orchestration, compositional devices, and social/political context.	1 block
Topic 3: Piano Music	Romantic Piano discussion	Play a recording of Chopin: Mazurka in B-flat Minor, Op.24, No. 4 and other varying examples of Chopin and Hensel. Discuss the importance of the piano and the function of the piano in today's world	2 blocks
Topic 4: Opera	Italian & German opera viewings	Listen to and discuss the works of Verdi, Wagner, Rossini, & Puccini, including Barber of Seville. Discuss famous opera singers of the era (Jenny Lind) who not only sang opera but crossed over to "popular styles," similarly to today's Lady Gaga, Josh Groban, and Michael Bolton.	2-3 blocks
Topic 5: Ballet	Nutcracker and Swan Lake (Tchaikovsky)	Listen to and view excerpts from Nutcracker and Swan Lake. Discuss Tchaikovsky's influences and compositional strategies, including leitmotif.	1 block
Topic 6: American Influences	African - American Spirituals	Listen to examples of African American spirituals, including "Wade in the Water," "Go Down Moses," and "Swing Low, Sweet Chariot." Explore African American spirituals by discussing coded language and themes of the coded language. Have students write an example of their own coded song.	1 block

Unit 6: Modern

Subject: Music Appreciation

Grade: 9-12

Name of Unit: Modern

Length of Unit: 9 blocks

Overview of Unit: During this unit, students will learn about the history of music throughout the Modern time period, focusing on the distinctions of Nationalistic music, jazz, and musical theatre/opera.

Priority Standards for unit:

- MU:Co11A.C.Ia - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.Ia - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.Ia - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting Standards for unit:

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Essential Questions:

1. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
3. How do we discern the musical creators' and performers' expressive intent?

Enduring Understanding/Big Ideas:

1. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
2. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
3. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Avant-Garde Jazz Blues Ragtime Scat singing 12-bar blues Swing Big-band Cool jazz West Coast jazz Harlem Renaissance Tin Pan Alley Futurism Serialism Atonal Neo- Classical Bebop Mariachi Ensemble

Unwrapped Priority Standards:

Priority Standard: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will connect musical compositions & styles with significant developments in visual art from the same historical period.	2
	Applying
Students will connect musical compositions & styles with significant social and political events occurring during the same historical period.	2
	Applying
Students will connect musical compositions & styles with significant developments in daily life occurring during the same historical period.	2
	Applying

Priority Standard: Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use their listening skills to identify the elements of music of this particular era.	1
	Understand
Students will use vocabulary to discuss and dissect the stylistic characteristics of teacher-provided musical examples from each historical era.	3
	Analyzing
Students will use vocabulary to discuss and dissect the stylistic characteristics of student-provided musical examples from each historical era.	3
	Analyzing

Priority Standard: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of each element of music.	3
	Analyzing
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of historical context.	3
	Analyzing
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of the text setting (when appropriate).	3
	Analyzing

Engaging Scenario

Engaging Scenario

Option 1:

At the beginning of the unit, provide students with a representative piece of music from the Modern era. Instruct them to make observations about the music, either aurally or within notated musical form. At the end of the unit, students will follow the same procedure with the same piece of music: this time, they will be expected to analyze/describe the music using terminology learned in this unit. Students will pair this analysis with a one paragraph reflection about how their understanding of this style of music evolved over the course of the unit.

Option 2:

Written Assessment (multiple choice, true/false, short answer, listening) - Student will demonstrate knowledge of:

The commonly accepted dates for the era

Terms and vocabulary associated with music of the era

Historically significant composers/ performers of the era

Recognition genre, elements, and texture of audio examples of Project (as determined by instructor)

Rubric for Engaging Scenario:

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Musical Analysis & Terminology (<i>MU:Re8A.E.Ia</i>)	Provides a sophisticated analysis using accurate Modern-era terminology (e.g., dissonance, syncopation, polytonality, improvisation, leitmotif, vernacular style); recognizes stylistic distinctions among genres.	Accurately analyzes Modern musical features using appropriate terminology from the unit.	Identifies basic characteristics of Modern music but uses limited or partially accurate vocabulary.	Analysis is unclear or contains major misconceptions about Modern music.
Interpretation of Expressive Intent (<i>MU:Re8A.E.Ia</i>)	Presents an insightful interpretation of expressive intent, supported by thorough references to musical elements, cultural context, and genre-specific characteristics.	Explains expressive intent with appropriate musical and contextual support.	Offers a general interpretation with minimal support or detail.	Expressive intent is not addressed, is unclear, or lacks support.

Reflection on Musical Understanding (MU:Co11A.C.1a)	Thoughtfully reflects on personal growth, connecting learning to cultural, historical, or stylistic insights from Nationalistic music, Jazz, or Musical Theater.	Clearly explains how understanding evolved during the unit with references to genre-specific learning.	Reflection shows limited awareness of learning or general understanding.	Reflection is vague or shows no evidence of growth in understanding.
Connection to Contexts and Daily Life (MU:Co11A.C.1a)	Makes rich, relevant connections between Modern music and personal experience, current culture, history, or interdisciplinary learning (e.g., literature, social movements).	Demonstrates appropriate and clear connections to broader contexts or personal application.	Makes general or limited connections to context, other arts, or life.	Fails to make meaningful or accurate connections beyond surface level.
Aural or Notated Observations (MU:Pr6A.C.1a)	Identifies and explains nuanced musical features across diverse Modern genres (e.g., improvisation in jazz, storytelling in musical theater) with precision using aural and/or score-based analysis.	Accurately observes and describes key features of the piece using appropriate format (aural or notated).	Identifies a few features but inconsistently or with limited clarity.	Observations are inaccurate, incomplete, or not aligned with genre focus.

Topic 1: Nationalistic Music

Engaging Experience 1

Title: Comparison of Romantic, Impressionist, and Early 20th Century Styles

Suggested Length of Time: 3 blocks

Standards Addressed

Priority: MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions:

Listen to and view major works by Copland, Gershwin, and Florence Price. Have a discussion about the musical and historical impact each piece/ composer had.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 2: Jazz

Engaging Experience 1

Title: Identify jazz styles listening

Suggested Length of Time: 1 blocks

Standards Addressed

Priority: MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions: Teach students to aurally recognize different styles of jazz (blues, ragtime, dixieland, swing). Discuss famous jazzers (Louis Armstrong, Duke Ellington, Ella Fitzgerald, Billie Holiday) and compare and contrast their styles. Explore female jazz musicians.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 3: Musical Theater/Opera/Ballet

Engaging Experience 1

Title: Ballet riot discussion

Suggested Length of Time: 1-2 blocks

Standards Addressed

Priority: MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions:

View a reenactment of the riot at the premiere of Stravinsky's "The Rite of Spring," and listen to excerpts from the ballet. Compare this incident with recent examples of music or multimedia events that also sparked a similar controversy.

Bloom's Levels: Analyzing

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Topic 1: Nationalistic Music	Comparison of Romantic, Impressionist, and Early 20th Century Styles	Listen to and view major works by Copland, Gershwin, and Florence Price. Have a discussion about the musical and historical impact each piece/composer had.	3 blocks
Topic 2: Jazz	Identify jazz styles listening	Teach students to aurally recognize different styles of jazz (blues, ragtime, dixieland, swing). Discuss famous jazzers (Louis Armstrong, Duke Ellington, Ella Fitzgerald, Billie Holiday) and compare and contrast their styles. Explore female jazz musicians.	1 block
Topic 3: Musical Theater/Opera/Ballet	Ballet riot discussion	View a reenactment of the riot at the premiere of Stravinsky's "The Rite of Spring," and listen to excerpts from the ballet. Compare this incident with recent examples of music or multimedia events that also sparked a similar controversy.	1-2 blocks

Unit 7: Post-Modern

Subject: Music Appreciation

Grade: 9-12

Name of Unit: Post-Modern

Length of Unit: 12 blocks

Overview of Unit: During this unit, students will learn about the history of music throughout the Post- Modern time period, focusing on the distinctions of experimental music, contemporary, film music, popular music, and music theater/opera.

Priority Standards for unit:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Essential Questions:

1. How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
2. When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
3. How do we discern the musical creators' and performers' expressive intent?

Enduring Understanding/Big Ideas:

1. Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
2. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
3. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	Chance/Aleatoric Tone clusters Microtones Musical Underscore Source music Rock music Song cycle Neo-Romanticism Minimalism Post-minimalism

Unwrapped Priority Standards:

Priority Standard: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	
Learning Targets	Webb's DOK Level
	Bloom's Level
Students will connect musical compositions & styles with significant developments in visual art from the same historical period.	2
	Applying
Students will connect musical compositions & styles with significant social and political events occurring during the same historical period.	2
	Applying
Students will connect musical compositions & styles with significant developments in daily life occurring during the same historical period.	2
	Applying

Priority Standard: Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will use their listening skills to identify the elements of music of this particular era.	1
	Understand
Students will use vocabulary to discuss and dissect the stylistic characteristics of teacher-provided musical examples from each historical era.	3
	Analyzing
Students will use vocabulary to discuss and dissect the stylistic characteristics of student-provided musical examples from each historical era.	3
	Analyzing

Priority Standard: Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Learning Targets	Webb's DOK Level
	Bloom's Level
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of each element of music.	3
	Analyzing
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of historical context.	3
	Analyzing
Students will engage with written, visual, and auditory examples of music from each time period, analyzing the role of the text setting (when appropriate).	3
	Analyzing

Engaging Scenario

Engaging Scenario

Option 1:

At the beginning of the unit, provide students with a representative piece of music from the Post Modern era. Instruct them to make observations about the music, either aurally or within notated musical form. At the end of the unit, students will follow the same procedure with the same piece of music: this time, they will be expected to analyze/describe the music using terminology learned in this unit. Students will pair this analysis with a one paragraph reflection about how their understanding of this style of music evolved over the course of the unit.

Option 2:

Written Assessment (multiple choice, true/false, short answer, listening) - Student will demonstrate knowledge of:

The commonly accepted dates for the era

Terms and vocabulary associated with music of the era

Historically significant composers/ performers of the era

Recognition genre, elements, and texture of audio examples of Project (as determined by instructor)

Rubric for Engaging Scenario:

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Musical Analysis & Terminology (<i>MU:Re8A.E.Ia</i>)	Insightfully analyzes musical elements using genre-appropriate vocabulary (e.g., sampling, minimalism, fusion, aleatoric, leitmotif, electronic textures); identifies unconventional techniques and structures.	Accurately describes key Post-Modern musical elements using appropriate terminology.	Identifies general features of Post-Modern music with limited or partially correct vocabulary.	Provides minimal or inaccurate analysis; lacks understanding of Post-Modern elements.
Interpretation of Expressive Intent (<i>MU:Re8A.E.Ia</i>)	Provides a compelling interpretation supported by detailed evidence from the music and its broader social, political, or artistic context.	Interprets expressive intent with support from musical/contextual references.	Offers a basic interpretation with minimal detail or support.	Expressive intent is unclear, unsupported, or missing.
Reflection on Musical Understanding (<i>MU:Co11A.C.Ia</i>)	Offers a thoughtful reflection on how understanding evolved, referencing genre-specific characteristics and broader themes (e.g., commercialization, experimentation, accessibility).	Reflects clearly on personal learning and stylistic understanding developed through the unit.	Reflection shows limited depth or lacks specific references to Post-Modern concepts.	Reflection lacks clarity, specificity, or evidence of growth.

Connection to Contemporary Contexts and Daily Life <i>(MU:Co11A.C.Ia)</i>	Makes meaningful connections between Post-Modern music and modern media, pop culture, technology, or interdisciplinary experiences.	Connects the music to relevant current or cultural contexts with clarity.	Connections are vague or only partially related to the unit's concepts.	Makes no meaningful connections or shows misunderstanding of relevance.
Aural or Notated Observations <i>(MU:Pr6A.C.Ia)</i>	Identifies and articulates distinctive musical features (e.g., digital effects, cross-genre influences, spoken word, visual-music integration) with fluency using aural and/or notated examples.	Accurately observes and describes primary musical features using terminology learned in class.	Observations are general, inconsistent, or show limited musical understanding.	Observations are incomplete, unclear, or inaccurate.

Topic 1: Experimental

Engaging Experience 1

Title: What qualifies as music?

Suggested Length of Time: 3 blocks

Standards Addressed

Priority: MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions: Examine various experimental composers/pieces/genres (John Cage 4:33, chance music, minimalism - Cage, Crumb, Glass, Reich, Adams) and discuss what does and does not qualify as music. View excerpts from the film, "Koyaanisqatsi" featuring Philip Glass' minimalist score.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 2: Contemporary

Engaging Experience 1

Title: Contemporary Composers

Suggested Length of Time: 2 blocks

Standards Addressed

Priority:

- MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions:

Listen to contemporary examples of the orchestral & vocal works by Jennifer Higdon and Tania Leon. Discuss how color is associated with music/sound.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 3: Film Music

Engaging Experience 1

Title: Functions of film music

Suggested Length of Time: 1 blocks

Standards Addressed

Priority: MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions:

Analyze the leitmotifs in John Williams' film scores. Listen to examples from Star Wars, Harry Potter, Indiana Jones, Jurassic Park, Jaws, and many of his other soundtracks. Find examples of other movie soundtracks that use underscoring or source music that work in unexpected ways against the scenes on film.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 4: Popular Music

Engaging Experience 1

Title: Popular music influencing art music within different settings.

Suggested Length of Time: 1 block

Standards Addressed

Priority: MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions:

Compare popular music to other eras and genres of music. Listen to music by Phillip Glass and David Bowie and discuss the influence these musicians had on popular music. Connections between the music of Bob Dylan, The Byrds, & John Corigliano will also be studied.

Bloom's Levels: Analyzing

Webb's DOK: 3

Topic 5: Musical Theater/Opera

Engaging Experience 1

Title: Bernstein's West Side Story viewings

Suggested Length of Time: 2 blocks

Standards Addressed

Priority: MU:Co11A.C.1a - Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- MU:Pr6A.C.1a - Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.
- MU:Re8A.E.1a - Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

Detailed Description/Instructions: View Bernstein's West Side Story as well as operas based on actual historical events (Adam's Doctor Atomic). Discuss the intersection of musical theater/opera and contemporary culture.

Bloom's Levels: Analyzing

Webb's DOK: 3

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Topic 1: Experimental	What qualifies as music?	Examine various experimental composers/pieces/genres (John Cage 4:33, chance music, minimalism - Cage, Crumb, Glass, Reich, Adams) and discuss what does and does not qualify as music. View excerpts from the film, “Koyaanisqatsi” featuring Philip Glass’ minimalist score.	3 blocks
Topic 2: Contemporary	Contemporary Composers	Listen to contemporary examples of the orchestral & vocal works by Jennifer Higdon and Tania Leon. Discuss how color is associated with music/sound.	2 blocks
Topic 3: Film Music	Functions of film music	Analyze the leitmotifs in John Williams’ film scores. Listen to examples from Star Wars, Harry Potter, Indiana Jones, Jurassic Park, Jaws, and many of his other soundtracks. Find examples of other movie soundtracks that use underscoring or source music that work in unexpected ways against the scenes on film	1 block
Topic 4: Popular Music	Popular music influencing art music within different settings.	Compare popular music to other eras and genres of music. Listen to music by Phillip Glass and David Bowie and discuss the influence these musicians had on popular music. Connections between the music of Bob Dylan, The Byrds, & John Corigliano will also be studied.	1 block
Topic 5: Musical Theater/Opera	Bernstein's West Side Story viewings	View Bernstein’s West Side Story as well as operas based on actual historical events (Adam's Doctor Atomic). Discuss the intersection of musical theater/opera and contemporary culture.	2 blocks

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.