

Wallenpaupack Area School District Planned Course Curriculum Guide

High School Fine Arts Department

Advanced Creative Music

Course Description:

This course is designed for students who are interested in creating and performing music in a socially interactive way. This adaptive music course offers an exploratory music experience for students with unique needs. Students will investigate sound by both listening to and creating music. Students will play percussion instruments and sing a variety of songs in different modes and meters. Students will use movement and dance to demonstrate the tempo and rhythm of songs in a variety of modes and meters. Through visual and aural demonstration of instruments, students will become aware of string, woodwind, brass, and percussion instruments. Students will have the opportunity to build an instrument. Students will explore and experience different musical styles such as pop, classical, jazz, opera, and world music.

Initial Creation Date (if applicable): 11/2023

Revised: 5/2025

Wallenpaupack Area School District Curriculum	
COURSE: Advanced Creative Music	GRADE/S: 9-12+
UNIT 1: Jazz*	TIMEFRAME: ~ 11 blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.E</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> - Listen to and learn about music from different jazz styles (ex: big band, ragtime, modern) - Sing, listen, and dance/move to jazz music.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> -Sing jazz -Listen to jazz -Dance/move to jazz -Experience different types of jazz -Learn about and hear different jazz instruments (trumpet, clarinet, trombone, drums, guitar, saxophone) -Improv with boom whackers -View and discuss <i>Disney's Soul</i> -Draw abstract color pictures for modern jazz
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> -Teacher observation/analysis -Participation
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> -Students who are advanced have the opportunity to perform for their peers should they choose to do so. -Students who are advanced may come up with their own rhythm patterns for the class to perform.
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> -Piano -White board -TV/Laptop -CD/Bluetooth stereo system -Boom whackers -<i>Disney's Soul</i>
<p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> -Dynamics -Rhythm -Melody -Harmony -Beat -Improvisation -Styles of jazz -Instruments of jazz -Jazz (music genre) -Abstract

Wallenpaupack Area School District Curriculum	
COURSE: Advanced Creative Music	GRADE/S: 9-12+
UNIT 2: Classical*	TIMEFRAME: ~ 11 blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.E</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> - Perform melodies on pitched bells - Listen to and learn about different examples of classical music -Describe how music can relate to emotions and tell a story
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> -Listen to pieces of classical music and discuss, draw a picture, and/or tell a story about how it makes you feel -Experience and discuss pieces of classical music in which music represents different characters/objects (ex: "Peter and the Wolf," "Carnival of the Animals," "The Planets," etc.) -Melody modeling using pitched bells -Screen <i>Fantasia 2000</i> and discuss included classical works and composers
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> -Teacher observation/analysis -Participation
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> -Students who are advanced have the opportunity to perform for their peers should they choose to do so. -Students who are advanced may come up with their own rhythm patterns for the class to perform.
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> -Piano -White board -TV/Laptop -Pitched bells -CD/Bluetooth stereo system -Supplies to make artwork (ex: pencils, crayons, markers, colored pencils, paper, etc.) -Learn about famous concert halls (ex: virtual concert hall tour(s)) -Disney's <i>Fantasia 2000</i>
<p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> -Dynamics -Rhythm -Melody -Harmony -Beat -Instruments of the orchestra -Classical (music genre) -Composer

Wallenpaupack Area School District Curriculum	
COURSE: Advanced Creative Music	GRADE/S: 9-12+
UNIT 3: Pop*	TIMEFRAME: ~ 11 blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.E</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> - Listen to and learn about music from different pop artists from various decades. - Sing and move to a variety of pop music. -Pair rhythm with movement to choreograph a song. -Create an original music video (individually or as a class).
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> -Share favorite pop artists/songs (ex: PowerPoint, Canva, etc.) -Listen to, sing, and dance to pop artists/songs from various decades -Experience the culture (clothes, music, etc.) of various decades (ex: 50s, 60s/70s, 80s, 90s, 00s, 10s) ----Make model vinyl record, 8track, cassette tape, CD, and iPod -Screen pop music videos from various decades -Do boom whacker YouTube play alongs to pop songs -Choreograph dances to go with songs -Create music video
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> -Teacher observation/analysis -Participation
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> -Students who are advanced have the opportunity to perform for their peers should they choose to do so. -Students who are advanced may come up with their own rhythm patterns for the class to perform.
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> -White board -TV/Laptop -CD/Bluetooth stereo system -Recording device (ex: iPad with camera) -Video editing app/software -Pop music -Pop music videos -Presentation app/software (ex: PowerPoint, Canva, etc.) -YouTube -Boom whackers
<p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> -Dynamics -Rhythm -Melody -Harmony -Beat

- Instruments of the bands
- Pop (music genre)
- Choreograph
- Music video

Wallenpaupack Area School District Curriculum	
COURSE: Advanced Creative Music	GRADE/S: 9-12+
UNIT 4: World*	TIMEFRAME: ~ 11 blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>9.1.12.A 9.1.12.B 9.1.12.C 9.1.12.E</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> - Listen to and learn about music from different countries and cultures -Learn and perform cultural dances and hand movements
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> -Learn about and listen to music from various countries and cultures including: (India, France, China, Spain, South Africa, Australia, Ireland etc.) -Learn the dance(s) and/or hand movement(s) of music from various cultures around the world (ex: TaReKiTa hand movements (India), step dancing (Ireland), etc.) -Play bells and boom whackers to rhythm while listening to world music -Play world instruments on Garage Band -Play drums to world rhythm drum patterns -Make maracas (shakers) and model rhythms -Mimic Irish step dancing -
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> -Teacher observation/analysis -Participation
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> -Students who are advanced have the opportunity to perform for their peers should they choose to do so. -Students who are advanced may come up with their own rhythm patterns for the class to perform.
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> -White board -TV/Laptop -CD/Bluetooth stereo system -Supplies to make shakers – rice, bottles, tape, paper, etc. -Garage Band iPad app -Boom whackers -Pitched bells -Drums -YouTube -World map
<p>KEY VOCABULARY:</p>

- Dynamics
- Rhythm
- Melody
- Harmony
- Beat
- Instruments of the world
- World (music genre)

* Unit sequence and timing will be flexible and dependent on instrument and student musician availability and other factors. Units may overlap and transition back and forth as determined by the aforementioned factors and teacher discretion.