

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Contemporary Music Ensembles

CAC Approval Date: February 11, 2026 Board Approval Date: March 19, 2026	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: VAPA Elective Area (if applicable): Fine Arts
Prerequisite(s): Audition only.	Corequisite(s): N/A
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (f) Visual and Performing Arts	
Graduation Requirement: Yes	
Course Intent: District Course Program (if applicable):	
Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact: Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580 Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415	

**1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

Contemporary Music Ensembles (CME) is a performing arts class where the emphasis is on performance and the recording arts. Students from the guitar program, band, orchestra, and choir can learn how to perform in small ensembles that address the growing trends in our music world today. Music students will be able to expand their knowledge and technique by being a part of a smaller ensemble. This course is designed to provide continuing and more challenging musical instruction to new and existing music students. Students will learn how to apply their previous musical ability and knowledge in more contemporary ensembles. The course will present a strong emphasis on live performance, improvising, song writing, song-arranging, composing, editing and basic experience in the recording arts. Students will learn applicable music theory that accompanies being a successful musician operating in song-arranging and songwriting. The course will also present the history and significance of music found in our contemporary music world.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Rehearsal Techniques and Protocol	*What is the function, use and care of all musical instruments and equipment involved? *What are practical and useful rehearsal techniques and approaches in small ensemble performance? *What are the attendance and performance expectations for all events and concerts?	*Teacher observations *Daily skills/performance assessments	*Performances *Projects
2. Tone Production & Technique	*What are the proper techniques needed for all instruments involved? *How do musicians demonstrate proper tone production and technique when using sound amplification, recording equipment, recording software, etc.?	*Teacher observations *Daily skills/performance assessments	*Performances *Projects *Quizzes *Tests
3. Reading Standard Notation and/or Guitar Tablature	*How do instrumentalists and vocalists read, understand, and interpret notation, tablature, and chord charts?	*Teacher observations *Daily skills/performance assessments	*Performances *Projects *Quizzes *Tests
4. Chords and Accompaniment	*How do all vocalists and instrumentalists accompany other musicians by using chord formations? *What are some of the more advanced and essential chord formations used in contemporary music?	*Teacher observations *Daily skills/performance assessments	*Performances *Projects *Quizzes *Tests
5. Music Theory	*What is the difference	*Teacher observations	*Performances

and Ear-Training	between Major and Minor tonality? *What is the basic theory behind chords and chord progressions? *What role do scale formations play in melodic and harmonic structure? *How do vocalists and instrumentalists create melodies and/or improvise using scale formations? *What are some of the more advanced and essential scale formations used in contemporary music? *What are the chords found in all key areas?	*Daily skills/performance assessments	*Projects *Quizzes *Tests
6. Musical Form	*What is the significance of Musical Form? *How are songs created? *What are intros, Verses, Choruses, Bridges, Interludes, PreChoruses, and Outros? *How does one write a song demonstrating knowledge of musical form?	*Teacher observations *Daily skills/performance assessments	*Performances *Projects *Quizzes *Tests
7. Music Appreciation	*What is the historical significance of music being performed? *What are the stylistic characteristics of the music being performed? *What are the stylistic differences of the music being performed when compared to different music found in different time periods and cultures? *When presenting specific musical genres/styles- what	*Teacher observations *Daily skills/performance assessments	*Projects *Quizzes *Tests

	are important musical concepts being presented?		
8. . Ensemble Performance	*How do vocalists and instrumentalists work in smaller ensembles? *How are ways in which to layer instruments in group performances? *What are the essential concepts vocalists and instrumentalists should be able to demonstrate when playing in smaller ensembles? *How do musicians write songs and arrange songs?	*Teacher observations *Daily skills/performance assessments	*Performances *Projects *Quizzes *Tests
9. Technology and the Recording Arts	*What are useful websites to assist in performing contemporary music? *What are useful software and/or hardware to assist in performance and Record Arts? *What are useful technologies to assist in performance and the Recording Arts? *What essential equipment should the musicians be aware of pertaining to performance and/or the Recording Arts?	*Teacher discussion, demonstrations, and observations.	*Performances *Projects *Quizzes *Tests

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

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

<https://nafme.org/wp-content/uploads/2023/04/Core-Music-Standards-EUs-EQs-Definitions.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.
<https://www.cde.ca.gov/ci/cr/cf/documents/caartsedfw.pdf>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.
<https://nafme.org/wp-content/uploads/2023/04/2014-Music-Standards-Guitar-Harmonizing-Instruments-Strand.pdf>

Link to Program Content Area Standards (if applicable):

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

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Textbook Title ISBN #	Author(s)	Publisher	Edition
	N/A			