

## High School Music Survey, Elements & Skills - Section 2

<b>Week</b>	<b>Scope and Sequence</b>
	<p>CCS Adopted Music Survey Materials Include:</p> <ol style="list-style-type: none"> <li>1. "Music, It' Role and Importance In Our Lives"</li> <li>2. "Essentials of Music Theory"</li> </ol> <p>Teachers are encouraged to seek, explore and include supplemental materials that will coincide with and compliment this Scope and Sequence.</p>
1	<p>I. Listening, Responding and Creating</p> <ol style="list-style-type: none"> <li>A. Listening and Responding               <ol style="list-style-type: none"> <li>1. Respond by describing</li> <li>2. Respond by writing</li> </ol> </li> <li>B. Creating Music               <ol style="list-style-type: none"> <li>1. Discuss the creative process</li> <li>2. Teacher guided creative writing and composing</li> <li>3. Student initiated composition (imitating the process)</li> </ol> </li> </ol>
2	<p>I. Revising Composition</p> <ol style="list-style-type: none"> <li>A. Revise, Perform and Evaluate Student Compositions From Previous Week               <ol style="list-style-type: none"> <li>1. Revise composition</li> <li>2. Perform alone or in a group original compositions</li> <li>3. Develop critical listening skills</li> <li>4. Select format and execute formal critique</li> </ol> </li> <li>II. A Look at the Performer's Perspective               <ol style="list-style-type: none"> <li>A. Explore Varied Music Styles From the Performer's Viewpoint                   <ol style="list-style-type: none"> <li>1. The art of performance</li> <li>2. Learning the art of musical interpretation</li> <li>3. Singing alone and together – Using your voice to express yourself</li> </ol> </li> </ol> </li> </ol>
3	<p>I. The Performer's Perspective</p> <ol style="list-style-type: none"> <li>A. Listen to a Varied Repertoire of Music Focusing on the Performer's Perspective               <ol style="list-style-type: none"> <li>1. Review critical listening skills</li> <li>2. Describe use of musical elements as performers apply them</li> <li>3. Describe roles of listener, creator, and performer in music</li> <li>4. Identify some exemplary performers and describe their contributions to the field of music.</li> </ol> </li> </ol>

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4	<p>I. Composing and Performing Melody</p> <p>A. Compose an 8-12-Measure Melody in Treble Clef Incorporating Musical Elements</p> <ol style="list-style-type: none"><li>1. Draft and revise</li></ol> <p>B. Perform and Evaluate Within Specified Guidelines</p>
5	<p>I. Composing and Performing</p> <p>A. Compose Bass Line for Student Composed Melody</p> <ol style="list-style-type: none"><li>1. Explore I, IV, V scale degree accompaniment in a designated key signature</li><li>2. Write 8-12-measure bass line (single pitch) to accompany previous treble clef composition</li></ol> <p>B. Perform Student Compositions with Bass Line</p> <ol style="list-style-type: none"><li>1. Perform bass line alone</li><li>2. Perform melody with bass line</li></ol>
6	<p>I. Ensemble Singing and Conducting</p> <p>A. Explore and Discuss Ensemble Singing</p> <ol style="list-style-type: none"><li>1. Listen to various choral excerpts in a variety of styles, historical periods, and diverse cultures</li><li>2. Demonstrate vocal exercises and technique</li></ol> <p>B. Follow a Conductor as a Choral Selection is Rehearsed</p> <ol style="list-style-type: none"><li>1. Interpret patterns, beat and tempo</li><li>2. Respond to preparation, attack and release gestures</li><li>3. Respond to dynamic gestures</li></ol>
7	<p>I. Ensemble Singing and Conducting</p> <p>A. Rehearsal Techniques</p> <ol style="list-style-type: none"><li>1. Vocal warm-ups (purpose and practical use)</li><li>2. Balance and blend</li></ol> <p>B. Choral Reading (Excerpts of various compositions)</p> <ol style="list-style-type: none"><li>1. SATB score</li><li>2. SSA score</li><li>3. TTB score</li></ol>

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8	<p>I. Rehearse and Perform a Choral Selection</p> <ul style="list-style-type: none"><li>A. Warm-ups and Rehearsal Techniques<ul style="list-style-type: none"><li>1. Vocal warm-ups</li><li>2. Rehearsal techniques</li></ul></li><li>B. Rehearse Selected Choral Repertoire<ul style="list-style-type: none"><li>1. Reading divided/open score</li><li>2. Rehearse and refine a section of a choral selection</li></ul></li></ul>
9	<p>I. Review and Assessment</p> <ul style="list-style-type: none"><li>A. Review Music Theory Concepts from Weeks 1-8</li><li>B. Assessment<ul style="list-style-type: none"><li>1. Written and Aural</li></ul></li></ul>

