

High School Music Survey, History and Culture – Section 3

Week	Scope and Sequence
	<p>CCS Adopted Music Survey Materials Include:</p> <ol style="list-style-type: none"> 1. “Music, It’ Role and Importance In Our Lives” 2. “Essentials of Music Theory” <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. Human Emotion in Form and Style</p> <ol style="list-style-type: none"> A. Listening, Analyzing, and Describing Music <ol style="list-style-type: none"> 1. Listen for form using a variety of genres and diverse cultures (e.g., identify sections, themes, repetitions re-occurring motifs, changing material, etc.) 2. Analyze compositional form by labeling sections on a written excerpt of a score 3. Describe form in standard music terms (e.g., binary, rondo, strophic, through-composed etc.) B. Emotion in Music <ol style="list-style-type: none"> 1. Feelings music expresses 2. Selected Listening examples 3. External aspects (the world around us) 4. Internal aspects (personal feelings, associations) 5. Major human events (birth, wedding, death)
2	<p>I. Music History, & Culture</p> <ol style="list-style-type: none"> A. Western Music History (six traditional eras) <ol style="list-style-type: none"> a. Listen to a Variety of Musical Selections Representing the Historical Periods: <ol style="list-style-type: none"> 1. Middle Ages 450 – 1450 2. Renaissance 1450 – 1600 3. Baroque 1600 – 1750 4. Classical 1750 – 1825 5. Romantic 1825 – 1900 6. Modern 1900 - present II. History and Culture in Music <ol style="list-style-type: none"> A. Listen to a Variety of Musical Selections From Diverse Cultures: China, India, & Mexico B. Compare and Contrast Similarities and Differences in the Music Selections: Form, Tonality, Emotion in Music, & Purpose of Music.

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3	<p>I. History and Culture in Music</p> <p>A. Compare and Contrast Varied Music Styles from the United States, World Music and Historical Periods</p> <ol style="list-style-type: none">1. Bluegrass – United States2. Mariachi – Mexico3. German Folk Music – Germany4. Scottish Folk Music – Scotland <p>B. Identify Sources of American Music Genres, Trace the Evolution of Those Genres, and Cite Composers or Well-Known Musicians of Those Genres</p> <ol style="list-style-type: none">1. Spirituals2. Jazz and Blues3. Folk and Country4. Gospel5. Hip-hop and Rap
4	<p>I. History and Culture in Music</p> <p>A. Music in World Religions (listen and describe/explore history and culture in music of the five major world religions)</p> <ol style="list-style-type: none">1. Hinduism2. Buddhism3. Judaism4. Christianity5. Islam <p>B. Compare and Contrast Performance Styles of Two Examples of Music Representing Different Religions</p>
5	<p>I. Love Songs Old and New – Music and Text</p> <p>A. American Love Songs Today</p> <ol style="list-style-type: none">1. Explore lyrics of several popular love songs of the past three years2. Compare and contrast lyrics in American love songs of the 40's, 50's, 60's and 70's3. Compare and contrast love song lyrics of the WWII era with those of the Vietnam War era

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6	<p>I. Creating and Performing a Love Song Composition</p> <p>A. Listen to Student Selected Love Songs and Discuss Similarities and Differences</p> <ol style="list-style-type: none">1. List styles and preferences2. List composers and musicians (artists involved in the creation, production and performance of the song) <p>B. Create Lyrics for a Love Song (16-24 Measures)</p> <ol style="list-style-type: none">1. Discuss phrasing and poetic flow of lyrics2. Review and revise lyrics <p>C. Create Melody for Love Song Lyrics (16-24 measures using previously learned compositional strategies)</p>
7	<p>I. Love Song Composition Continued</p> <p>A. Review and Revise Love Song Composition</p> <ol style="list-style-type: none">1. Evaluate phrasing and melodic flow2. Evaluate accuracy of notation (use of theoretical knowledge) <p>B. Rehearse and Perform Love Song Composition</p> <p>C. Evaluate</p>
8	<p>I. Exploring Technology In Love Song Composition</p> <p>A. Keyboard Lab (use of synthesized sound)</p> <ol style="list-style-type: none">1. Experiment with various “special effects sounds” to enhance composition2. Sampling, sequencing and saving keyboard material <p>B. Final Performance of Love Song</p> <p>C. Evaluate</p>
9	<p>I. Review and Assessment</p> <p>Using Teacher Chosen Assessment Strategies:</p> <p>A. Review Selected Music History Items from weeks 1 - 4</p> <p>B. Assessment</p> <ol style="list-style-type: none">1. Written and Aural

