

## High School Music Survey, History & Culture - Section 4

<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. Role of the Composer</p> <ol style="list-style-type: none"> <li>A. Defining and Exploring the Role of the Composer               <ol style="list-style-type: none"> <li>1. Defines and explains the role of composer and arranger</li> <li>2. Defines and explains the use of texture, timbre, theme and variation, and modulation as it applies to composition</li> </ol> </li> <li>B. Determine and Analyze Connections between Science and Technology in Musical Composition and Expression.               <ol style="list-style-type: none"> <li>1. Hypothesize how scientific disciplines and mediums relate to and alter the expression of music (e.g., physics of sound, anthropology and music)</li> <li>2. Identify and describe various technological mediums and devices use in performing, composing, and recording music (e.g., electronics, recording media, synthesizer, MIDI, sequencing, sampling)</li> <li>3. Listen to examples of synthesized music, compare and contrast how electronic and technological media alters performance and expression of music</li> </ol> </li> </ol>
2	<p>I. Composition and Technology</p> <ol style="list-style-type: none"> <li>A. Connecting Composition and Technology               <ol style="list-style-type: none"> <li>1. Create 8-12 measure variation based on a known or given theme using standard notation in treble or bass clef in 3/8, 6/8 or alla breve</li> <li>2. Notate and perform above variation utilizing designated technological medium, device and/or software</li> <li>3. Evaluate composition using musical terminology</li> </ol> </li> </ol>

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3	<ul style="list-style-type: none"><li>I. Compositional Devices Used by American Composers<ul style="list-style-type: none"><li>A. Analyzing Compositional Devices Used by American Composers<ul style="list-style-type: none"><li>1. Listen to and evaluate selected examples</li><li>2. Compare and contrast different compositional devices (e.g., form, instrumentation, melodic/harmonic structure)</li><li>3. State and defend personal preferences of compositions and composer's techniques</li></ul></li><li>B. Identifying How Musical Idioms and Forms Have Combined to Create Multiple Artistic Mediums<ul style="list-style-type: none"><li>1. Identify and describe multiple art forms (e.g., musical theater, opera, film)</li><li>2. Listen and examine excerpts of musical theater performance</li><li>3. Identify and explain the various functions of music found in musical theater excerpts and/or selections</li><li>4. Identify and explain how other art forms are used in musical theater excerpts and/or selections (e.g., painting, photography, dance)</li></ul></li></ul></li></ul>
4	<ul style="list-style-type: none"><li>I. Opera and Musical Theater<ul style="list-style-type: none"><li>A. Exploring How Music and Other Art Forms are Combined in Composition and Performance<ul style="list-style-type: none"><li>1. Identify other art forms found in opera</li><li>2. Listen to a an excerpt from a selected opera and examine a score or libretto</li><li>3. Compare and contrast performance styles in musical theater and opera</li><li>4. View and evaluate an excerpt of musical theater or opera using appropriate musical terminology and descriptions of performance style</li></ul></li></ul></li></ul>

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5	<p>I. Opera and Musical Theater</p> <p>A. Exploring How Music and Other Art Forms are Combined in Composition and Performance</p> <ol style="list-style-type: none"><li>1. Arrange a short piece of music from a musical or opera for solo voice or instrument other than the medium for which the piece was written (e.g., vocal solo arranged for C instrument)</li><li>2. Identify and use a variety of expression markings appropriate to the style of the arrangement including tempo, dynamics and articulation</li><li>3. Perform and evaluate arrangements</li></ol>
6	<p>I. The Role of Technology and Music in Film</p> <p>A. Exploring the Role of Technology in Multiple Art Forms</p> <ol style="list-style-type: none"><li>1. Define and explain the use of underscoring in film</li><li>2. Compare and contrast the concept and use of theme in music, film, and dramatic literature to convey images, meanings or feelings</li><li>3. Identify compositional and thematic devices, images, and meanings in an underscored excerpt of a selected film</li><li>4. Compose and arrange an 8 -measure excerpt of underscoring for a known or chosen segment of video appropriate for the style and theme of the video</li><li>5. Use technological device or medium to apply the underscoring to the video</li></ol>

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7	<p>I. Problem Solving and Creative Thinking Skills Utilized in Music</p> <ul style="list-style-type: none"><li>A. Applying Problem Solving and Creative Thinking Skills Utilized in Music to Other Content Areas or Disciplines Outside of the Arts<ul style="list-style-type: none"><li>1. Use math concepts to interpret musical symbols and values</li></ul></li><li>B. Exploring Historical Connections<ul style="list-style-type: none"><li>1. Explore the development of music in different years by examining the impact of historical events and social trends on composers and performers</li><li>2. Listen to and analyze compositional devices of composers from selected eras</li></ul></li></ul>
8	<p>I. Cultural Connections in Music</p> <ul style="list-style-type: none"><li>A. Exploring Cultural Connections<ul style="list-style-type: none"><li>1. Compare and contrast works of several cultures based on the social function of music, the role of the musicians, and the conditions under which the music is performed</li><li>2. Read and notate various melodies in treble and bass clef and rhythmic patterns found in music of several cultures</li><li>3. Sing or play alone and/or in groups various selections of music representing diverse cultures and/or years demonstrating appropriate style, expression, accurate pitch, and rhythm</li><li>4. Explore how other disciplines might examine and utilize music (e.g., sound science, predicting social and economic trends based on developments in popular music)</li></ul></li></ul>

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9	<p>I. Modern Music Trends</p> <p>A. Exploring Modern Trends, Forms, Roles and Occupations</p> <ol style="list-style-type: none"><li>1. Examine and describe how musical styles and forms are combining and evolving to create new forms of modern music</li><li>2. Identify and describe the use of traditional and non-traditional sound sources in modern styles and/or forms of music</li><li>3. Research and report on the skills and duties required in occupations in contemporary music and multiple art forms.</li></ol> <p>II. Preparation for Final Exam or Project</p> <p>A. Per teacher choice, iterate expectation for course final (e.g. develop final study-guide, individual or group project, class presentation)</p>
10	<p>I. Review for Final Exam or Complete Final Project (teachers choice)</p> <ol style="list-style-type: none"><li>A. Written Final Exam</li><li>B. Final project or student presentation.</li></ol>

