**Course Title: Music Appreciation**

|  |  |  |
| --- | --- | --- |
| Department: Fine Arts | Teacher: Kory Jones Boyett | Location: rm. 301 |
| Conference Time:  Fri 8am - 8:30am | [koryjones@marengo.k12.al.us](mailto:koryjones@marengo.k12.al.us) | 334-994-4263 |

Primary Course Materials:

1. Text: None

2. Various Audio Examples

3. Various Video Examples

4. Apps: Audacity, musescore, Mixpad by NHC, QR code scanner

Course Description: Music Appreciation is open to all 10th grade students. The purpose of this course is to increase students' musical awareness and give students the tools to actively listen to, discuss, and critique various styles of music. The units of the course will focus on learning about sound, music's power, styles, and recorded music. Alongside, students will learn the basic elements of music: Melody, Rhythm, Harmony, Form, Texture, Tempo, and Dynamics. Using appropriate music vocabulary, students will study and discuss a variety of musical genres.

Any student with a documented disability needing academic adjustments or accommodations will receive modifications to suit their needs as mandated by a 504 or IEP.

**Essential Questions:**

1. What is music?

2. What are the basic elements of music?

3. What distinguishes musical styles?

4. What is music's place in society and culture?

5. How is music captured/broadcast/distributed?

6. What is active listening?

7. How can we discuss and critique music using the appropriate terminology?

**Course Objectives:**

Students will be able to:

1. Define the elements of music.

2. Use basic music vocabulary in discussion and written critiques.

3. Identify and distinguish among a variety of musical styles.

4. Identify music's connection to society and culture.

**ESSA Goals:**

*Thinking and Communicating*

Gain and Apply Knowledge in and across the Disciplines

1) Read information critically to develop understanding of concepts, topics and

issues.

2) Write clearly, factually, persuasively and creatively in Standard English.

3) Use computers and other technologies to obtain, organize and communicate

information and to solve problems.

4) Conduct research to interpret issues or solve complex problems using a variety of

data and information sources.

5) Gain and Apply Knowledge in:

⌧ a) Literature and Language

⌧ b) Mathematics

⌧ c) Science and Technology

⌧ d) Social Studies, History and Geography

⌧ e) Visual and Performing Arts

f) Health and Physical Education

6) Develop informed opinions about current economic, environmental, political and

social issues dealing with or affecting music, the United States and the world and

understand how citizens can participate in the political and legal system to affect

improvements in these areas.

*Additional Learning Objectives with CCRS Framework:*

⌧ integrating technology

**Content Outline:**

|  |  |  |
| --- | --- | --- |
| Pacing | Unit Information | AL COS/NAFME COS |
| Beginning of school - 2nd week of February | UNIT ONE: MUSIC IS SOUND  Students will learn about the audible range of human hearing, how organized sound *is* music, vs. unorganized sound, how the voice and instruments work (including a basic understanding of ranges). Musical Mechanics every unit will cover the basic elements of music, including Melody, Harmony, note names/pitches, scales, and chord building, as well as the appropriate vocabulary associated with the elements. | Mus-Connecting 1, 2  EoAL-3, 4  (MuTech, MuTh)  Anchor 4 - Select, Analyze, Interpret  Anchor 9 - Evaluate |

|  |  |  |
| --- | --- | --- |
| Pacing | Unit Information | AL COS/NAFME COS |
| Mid- February to end of 9 weeks | UNIT TWO: MUSIC IS POWER  This unit will be a brief overview of the emotional impact of music, using movie music to explore themes and motifs, protest music, celebratory music, church/praise music, commercial music and other types of music that evoke feeling. Musical Mechanics every unit will cover the basic elements of music, including note values, beginning meter and rhythm, tempo, and dynamics, as well as the appropriate vocabulary associated with the elements. | Mus-Connecting 1, 2  EoAL-2, 3, 4, 6  (MuTech, MuTh)  Anchor 1 - Imagine  Anchor 2 - Plan, Make  Anchor 3 - Evaluate, Refine, Present  Anchor 4 - Select, Analyze, Interpret  Anchor 6 - (convey meaning)  Anchor 7 - Select, Analyze  Anchor 8 - Interpret  Anchor 9 - Evaluate  Anchor 11 - Connect |

|  |  |  |
| --- | --- | --- |
| Pacing | Unit Information | AL COS/NAFME COS |
| b/g of 2nd 9 weeks - approx 2 weeks | UNIT THREE: MUSIC HAS STYLE  This unit will be an overview and broad discussion on genre, paying special attention to the origins of of contemporary music, including Early Styles of Jazz, African American Sprituals, Ragtime, Blues, and pop from the 60s on. There will be a strong focus on the cultural origins. Musical Mechanics every lesson will cover the basic elements of music, including more focused time with rhythm and counting, as well as the appropriate vocabulary associated with the elements. | Mus-Connecting 1, 2  EoAL-2, 3, 7, 8  (MuTech, MuTh)  Anchor 2 - Plan, Make  Anchor 4 - Analyze  Anchor 6 - (convey meaning)  Anchor 7 - Analyze  Anchor 8 - Interpret  Anchor 9 - Evaluate  Anchor 11 - Connect |

|  |  |  |
| --- | --- | --- |
| Pacing | Unit Information | AL COS/NAFME COS |
| 2 weeks before or NO LATER THAN 1st Week of May - end of term | UNIT FOUR: MUSIC IS PORTABLE  The focus of this unit will be the evolution of music that is not “live” including a brief section on the electromagnetic spectrum. It will follow portable music's transformation from radio to the MP3/cloud.  This unit will also focus on the non-performing aspects of the music industry, including sound recording, producing, managing, promoting, etc. Musical Mechanics every lesson will review/reference previous units to create a track and mix it as able, as well as the appropriate vocabulary associated with the components of the whole unit. | Mus-Connecting 1, 2  EoAL-1, 2, 3, 4, 6, 7  (MuTech, MuTh)  Anchor 1 - Imagine  Anchor 2 - Plan, Make  Anchor 3 - Evaluate, Refine, Present  Anchor 4 - Select, Analyze, Interpret  Anchor 5 - Rehearse, Evaluate, Refine  Anchor 6 - (convey meaning)  Anchor 7 - Select, Analyze  Anchor 8 - Interpret  Anchor 9 - Evaluate  Anchor 10 - Connect  Anchor 11 - Connect |



Classroom and Music Appreciation Rules

|  |  |
| --- | --- |
| **Rules** | **Consequences** |
| 1. We try everything  2. We listen with ears open, mouths shut  3. We only touch/take things we're supposed to use  4. We respect our teacher, each other, and their belongings  5. We throw away all trash, especially food/drink The daily plan helps EACH CLASS follow this rule | 1. Zero grade for non-participation  2. Written assignment instead of activity  3. Students will be written up for vandalism or theft, whichever is more applicable  4. Respect page, activity and written response. 2 or more times result in a discipline referral  5. Individual student offenders will clean the room/pick up the trash of others/take out trash. If larger groups of students in a class fail to use the trash cans, they will lose the privilege of food/drink for their entire block (longer time for each incident) |

*For each rule above, you may* ***or*** *may not receive a warning before the consequence is dealt. If in doubt, don't even push the boundaries. Ask me first!*

I have received and read the course syllabus and rules/consequences for music appreciation this semester with Mrs. Boyett.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

student name grade

PARENT SIGNATURE PAGE

I have received and read the course syllabus and rules/consequences for music appreciation this semester with Mrs. Boyett.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

student name (please print) grade

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

parent signature date