

CHINO VALLEY UNIFIED SCHOOL DISTRICT
INSTRUCTIONAL GUIDE
MUSIC THEORY ADVANCED PLACEMENT

Course Number	5915
Department	Visual and Performing Arts
Length of Course	Two (2) semesters/One (1) year
Grade Level	11-12
Prerequisite	Some musical experience (instrumental or vocal) and/or teacher recommendation
Credit	5 units per semester/10 total units - VPA
Repeatable	May not be repeated for credit
UC/CSU	Meets the "I" requirement
Board Approved	June 3, 2010

Description of Course – This course provides a high level of study of the aural and written processes of music. This course will help develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. This course will help further develop the student's abilities in aural, sight-singing, written, compositional, and analytical skills. Students will be required to read, notate, compose, perform, and listen to music. This course is aligned with the State of California Visual and Performing Art Standards.

Rationale for Course – Music Theory Advanced Placement is designed to provide the same benefits to secondary school students as those provided by an introductory college course in music theory. The development of aural skills is a primary objective of the Music Theory Advanced Placement course. Students will also receive instruction in advanced level of music history and culture, career opportunities, and instruction on how all the arts are inter-related. The instructor, as part of the evaluation process, may require individual study/home practice.

Artistic Perception

Standard 1 – Students read, notate, listen to, analyze and describe music, and other aural information using the terminology of music.

- 1.1 Objective: Processing, analyzing, and responding to sensory information through the language and skills unique to music read and notate music.
 - 1.1.1 Performance Indicator: Students will read a full instrumental or vocal score and describe how the elements of music are used.
 - 1.1.2 Performance Indicator: Students will transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1-6).

- 1.1.3 Performance Indicator: Students will sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1-6). Listen to, analyze, and describe music.
- 1.1.4 Performance Indicator: Students will analyze and describe significant musical events perceived and remembered in a given aural example.
- 1.1.5 Performance Indicator: Students will analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.
- 1.1.6 Performance Indicator: Students will compare and contrast the use of both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.

Creative Expression

Standard 2 – Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

- 2.1 Objective: Apply vocal and instrumental skills by creating, performing, and participating in music.
 - 2.1.1 Performance Indicator: Students will sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1-6).
 - 2.1.2 Performance Indicator: Students will sing music written in four parts with and without accompaniment.
 - 2.1.3 Performance Indicator: Students will sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1-6).
 - 2.1.4 Performance Indicator: Students will perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 5 on a scale of 1-6).
 - 2.1.5 Performance Indicator: Students will perform in small instrumental ensembles with one performer for each part (level of difficulty: 5 on a scale of 1-6). Compose, arrange, and improvise.

- 2.1.6 Performance Indicator: Students will compose music in distinct styles.
- 2.1.7 Performance Indicator: Students will compose and arrange music for various combinations of voice, acoustic and digital/electronic instruments using appropriate ranges and traditional and nontraditional sound sources.
- 2.8 Performance Indicator: Students will create melodic and rhythm improvisations in a style or genre within a musical culture (e.g., gamelan, jazz, and mariachi).

Historical and Cultural Context

Standard 3 – Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

- 3.1 Objective: Understand the historical contributions and cultural dimensions of music role of music.
 - 3.1.1 Performance Indicator: Students will analyze how the roles of musicians and composers have changed or remained the same throughout history.
 - 3.1.2 Performance Indicator: Students will identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).
 - 3.1.3 Performance Indicator: Students will compare and contrast the social function of a variety of music forms in various cultures and time periods.
 - 3.1.4 Performance Indicator: Students will perform music from a variety of cultures and historical periods.
 - 3.1.5 Performance Indicator: Students will compare and contrast instruments from a variety of cultures and historical periods.
 - 3.1.6 Performance Indicator: Students will compare and contrast musical styles within various popular genres in North America and South America.
 - 3.1.7 Performance Indicator: Students will analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.
 - 3.1.8 Performance Indicator: Students will compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

Aesthetic Valuing

Standard 4 – Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

- 4.1 Objective: Responding to, analyzing, and making judgments about works of music analyze and critically assess.
 - 4.1.1 Performance Indicator: Students will compare and contrast how a composer's intentions result in a work of music and how that music is used.
 - 4.1.2 Performance Indicator: Students will analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.
 - 4.1.3 Performance Indicator: Students will compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

Connections, Relations, and Applications

Standard 5 – Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

- 5.1 Objective: Connecting and applying what is learned in music to learning in other art forms, subject areas, and careers.
 - 5.1.1 Performance Indicator: Students will explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.
 - 5.1.2 Performance Indicator: Students will analyze the process for arranging, underscoring, and composing music for film and video productions.
 - 5.1.3 Performance Indicator: Students will identify and explain the various factors involved in pursuing careers in music.