

CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

Junior High Music Program

Course Number	3105 Beginning Band 3106 Advanced Band 3107 Percussion Ensemble 3108 Chorus
Department	Electives
Length of Course	12-18 Weeks
Grade Level	7-8
Board Approved	June 17, 2004

Description of Course - These courses introduce the student to the fundamental components of music and are aligned to the State Standard for Visual and Performing Arts. In the Beginning Band and Advanced Band courses, students will perform a repertoire of musical styles on an instrument with expression, tone quality and articulation individually and in group settings. This may include compositions in double, triple, mixed and compound meters. Students will understand how music influences the various cultures of our society. Students will be required to participate in all performances. Instruments being offered include: flute, clarinet, saxophone, trumpet, horn, trombone, baritone, tuba, and percussion. In the Percussion Ensemble course, the students will read, write, and perform rhythmic notation in duple, triple, compound, and mixed meters. In the Chorus course, the students will sing a repertoire of vocal literature representing various genres, styles, and cultures.

Rational for Course -The study of music refines a student's ability to perceive aesthetically; to make connections between work, music, and the lives people live, to discuss visual, kinesthetic, and auditory relationships; to locate music in time and place; to make judgements about music and given reasons for those judgements; and to continue to search the sensory world for meaning. It cultivates an ability to imagine a world that is not now and develops a student's willingness to explore ambiguousness, multiple conceptions of the world, and multiple solutions to issues.

Standard 1 - Artistic Perception: Processing, analyzing, and responding to sensory information through the language and skills unique to music.

- 1.1 Objective: Students will read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.
 - 1.1.1 Performance Indicator: Students will read, write, and perform augmented and diminished intervals, minor chords, and harmonic minor progressions.
 - 1.1.2 Performance Indicator: Students will read, write, and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.

- 1.1.3 Performance Indicator: Students will transcribe aural examples into rhythmic and melodic notation.
- 1.1.4 Performance Indicator: Students will sight-read accurately and expressively (level of difficulty: 2; scale: 1-6).
- 1.1.5 Performance Indicator: Students will analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.
- 1.1.6 Performance Indicator: Students will describe larger musical forms (Symphony, tone poem).
- 1.1.7 Performance Indicator: Students will explain how musical elements are used to create specific music events in given aural examples.

Standard 2 - Creative Expression: Creating, performing, and participating in music.

- 2.1 Objective: Students will apply vocal and instrumental musical skills in performing a varied repertoire of music. They will compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.
 - 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: 3; scale 1-6).
 - 2.1.2 Performance Indicator: Students will sing music written in two, three, or four parts.
 - 2.1.3 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: 3; scale: 1-6).
 - 2.1.4 Performance Indicator: Students will compose short pieces in duple, triple, mixed, and compound meters.
 - 2.1.5 Performance Indicator: Students will arrange simple pieces for or instruments other than those for which the pieces were written, using traditional and nontraditional sound sources, including digital/electronic media.
 - 2.1.6 Performance Indicator: Students will improvise melodic and rhythmic embellishments and variations in major keys.
 - 2.1.7 Performance Indicator: Students will improvise short melodies to be performed with and without accompaniment.

Standard 3 - Historical and Cultural Context: Understanding the historical contributions and cultural dimensions of music.

- 3.1 Objective: Students will analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

- 3.1.1 Performance Indicator: Students will compare and contrast the functions music serves and the place of musicians in society in various cultures.
- 3.1.2 Performance Indicator: Students will identify and explain the influences of various cultures on music in early United States history.
- 3.1.3 Performance Indicator: Students will explain how music has reflected social functions and changing ideas and values.
- 3.1.4 Performance Indicator: Students will compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.
- 3.1.5 Performance Indicator: Students will perform music from diverse genres, cultures, and time periods.
- 3.1.6 Performance Indicator: Students will classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.

Standard 4 - Aesthetic Valuing: Responding to, analyzing, and making judgments about works of music.

- 4.1 Objective: Students will critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.
 - 4.1.1 Performance Indicator: Students will use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.
 - 4.1.2 Performance Indicator: Students will apply detailed criteria appropriate for the genre and style of the music to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations, by oneself and others.
 - 4.1.3 Performance Indicator: Students will explain how and why people use and respond to specific music from different musical cultures found in the United States.
 - 4.1.4 Performance Indicator: Students will compare the means used to create images or evoke feelings and emotions in musical works from a minimum of two different musical cultures found in the United States.

Standard 5 - Connections, Relationships, Applications: Connecting and applying what is learned in music to learning in other art forms and subject areas and to careers.

- 5.1 Objective: Students will 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.

- 5.1.1 Performance Indicator: Students will compare in two or more art forms how the characteristic materials of each are (sound in music, visual stimuli in visual arts, movement in dance, human relationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.
- 5.1.2 Performance Indicator: Students will describe how music is composed and adapted for use in film, video, radio, and television.
- 5.1.3 Performance Indicator: Students will describe the skills necessary for composing and adapting music for use in film, video, radio, and television.