

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Park County School District # 1

Program Name	Park #1 Online	Content Area	Fine and Performing Arts
Course ID	OL5680	Grade Level	9th-12th
Course Name	FVS Music of the World (S1)	# of Credits	0.5
SCED Code	05116G0.5012	Curriculum Type	Fine and Performing Arts

### COURSE DESCRIPTION

*Semester-long course purchased through Florida Virtual and used for our district students. Music is part of students' everyday life. In this course, they learn how to understand the impact of music as well as how it represents the culture it was created within and reflects the spirit of the human condition. Students learn to know and understand music by being able to distinguish and identify cultures on both local and global levels. Students meet musicians and composers and learn how their music continues to influence what is listened to today. In this course, students gain a historical perspective of music, covering a variety of styles and developments from the Middle Ages through the 21st century. In their musical journey, students acquire basic understanding and knowledge of singing, listening, and playing instruments. Partnering those skills with an understanding of music composition and improvisation will make future music experiences more informed and satisfying.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) <a href="#">Use the Standards and Benchmarks as Spreadsheets</a>
FPA11.1.M.1	Students refine musicianship through individual practice, rehearsal, revision and performance
FPA11.1.M.2	Students perform independently and with others a varied repertoire of music, refining musicianship and technical accuracy.
FPA11.1.M.3	Students improvise rhythms, melodies and accompaniments within a consistent style, meter, and tonality, and discuss their musical choices.
FPA11.1.M.4	Students compose and arrange music within specified guidelines, demonstrating creativity in using the elements of music for expressive effect.
FPA11.1.M.5	Students demonstrate musical literacy through reading, sightreading and notating music.
FPA11.2.M.1	Students analyze compositional devices and techniques used in a musical work and give examples of other works that make similar uses of these devices and techniques.
FPA11.2.M.2	Students respond to aural examples by evaluating musical elements and expressive devices of a varied repertoire of music.
FPA11.2.M.3	Students apply criteria in evaluating their own and others' performances, compositions, arrangements, or improvisations by comparing and contrasting them to similar or exemplary models.
FPA11.2.M.4	Students form and defend their preferences for musicians, musical works and genres.
FPA11.3.M.1	Students classify, by genre or style and by historical period or culture, unfamiliar music and explain the reasoning behind their classifications.
FPA11.3.M.2	Students listen to a varied repertoire of music, emphasizing American music, and analyze the characteristics that cause a work to be considered historically or culturally significant.
FPA11.3.M.3	Students evaluate the various purposes of music, select music for a specific purpose, and defend their choice.
FPA11.4.M.1	Students demonstrate safe, responsible and appropriate behavior in a variety of musical settings.
FPA11.4.M.2	Students examine the creative and analytical processes of music in relationship to other disciplines.
FPA11.4.M.3	Students identify how musical skills and dispositions are applied to careers, cultural and recreational opportunities.
FPA11.4.M.4	Students analyze the economics of music including the role of management, patrons, philanthropy and advocacy.

### SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
Basic Elements of Music	* FPA11.1.M.5,	* Understand the basic elements of music, what makes it appealing to us and why we should care about the elements. * Understand pitch, octave and scale.
Elements of Music	* FPA11.2.M.1,	* Understand rhythm, beat, syncopation, tempo, metronome and notes.
Pitch	FPA11.3.M.3,	* Understand dynamics, notations, subito forzando (sforzando) and timbre. * Understand melody, melodic phrases and harmony. * Understand form, 12-bar blues, the common meter, concerto, sonata and symphony.
* Rhythm	FPA11.4.M.2	
* Dynamics		
* Melody		
* Form		

<p>Pop Music</p> <ul style="list-style-type: none"> <li>* Defining Pop Music</li> <li>* Pop Music</li> <li>* The Beginning</li> <li>* Separating Rock and Pop</li> <li>* The 80s</li> <li>* The 90s into the Twenty-first Century</li> </ul> <p>Intellectual Property</p>	<p>FPA11.3.M.1 FPA11.3.M.2 FPA11.4.M.4</p>	<p>* Understand what is thought of as popular music and how pop music got it's name. *</p> <p>Understand what makes pop music, pop music, verse-chorus structure and thirty-two bar. *</p> <p>Understand the beginnings of pop music and what genres influenced it. *</p> <p>Understand the difference between rock and pop, Bob Dylan, British invasion, the 70s and disco. * Understand the changes that took place in the 80s; MTV. * Understand what took place in the 90s and the rise of the so-called "boy band".</p> <p>* Understand patent, trademark, copyright, creative commons and public domain.</p>
<p>Ancient Music</p> <ul style="list-style-type: none"> <li>* Ancient Music</li> <li>* Egypt and Mesopotamia</li> <li>* India and Ancient Greece</li> </ul> <p>Medieval Music</p> <p>Musical Notation</p>	<p>FPA11.3.M.1 FPA11.3.M.2</p>	<p>* Understand how music began, prehistoric, or primitive, music, archaeomusicology, Pech Merle and Divje Babe flute. * Understand ancient music from Egypt and Mesopotamia and the Hurrian songs. *</p> <p>* Understand music from India, the Samaveda, the Natya Shastra, music from ancient Greece and lyric poetry. * Understand medieval music, chants, modes, polyphonic, organum, Hildegard von Bingen, Ars Nova and troubadours. * Understand musical notation, neumes and Guillaume de Machaut.</p>
<p>Renaissance Music</p> <ul style="list-style-type: none"> <li>* Renaissance Music</li> <li>* The Effects of Music in Society</li> </ul> <p>The Music of the Renaissance</p> <p>Instruments of the Renaissance</p> <p>Genres of Renaissance Music</p> <p>Important Composers of the Renaissance</p>	<p>FPA11.2.M.2 FPA11.3.M.1 FPA11.3.M.2</p>	<p>* Understand Renaissance music and the transition between the earlier forms of music and the styles and forms of music that developed after the Renaissance period. *</p> <p>Understand the importance of the printing press during the development of music during this period, Ottaviano Petrucci and more development of music through the Renaissance period. *</p> <p>* Understand the different music of the Renaissance period, a canon and a consort. *</p> <p>Understand what instruments were used to produce Renaissance music, the harp, sagbut, shawms, viols and hurdy-gurdy.</p> <p>* Understand the different genres of the Renaissance period, motets, masses and church music, chorales, madrigals, ballets, strophic music and ayre. * Understand important composers of the Renaissance period: Guillaume Dufay, Josquin des Prez, Giovanni Pierluigi da Palestrina, William Byrd and Giovanni Gabrieli.</p>