

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Fine Arts
Course ID	CAFA77542	Grade Level	9, 10, 11, 12
Course Name	Living Music II	# of Credits	0.5
SCED Code	05118G0.5011	Curriculum Type	Connections Academy

COURSE DESCRIPTION

Designed for students in grades 9–12, this course enhances the student’s fundamental musicianship skills from a Western-Classical approach, while aligning to National Core Arts Standards. The student will review and deepen skills and concepts of rhythm and notation learned and practiced in Living Music I. Through the use of virtual tools and analysis of classic repertoire, the student will work to improve listening, notation, analysis, performance, and composition skills. With audio, visual, and interactive technologies, the course provides a unique and advanced learning experience for the student. Living Music I is a prerequisite for this course.

WYOMING CONTENT AND PERFORMANCE STANDARDS

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
<p>Unit 1: Inspired to Move Performing rhythms at a steady tempo is an important musical skill. In this unit, you will build upon your prior knowledge of rhythmic notation and learn how to read, write, and perform rhythms of greater complexity.</p>	FPA11.1.M.1, FPA11.1.M.2, FPA11.1.M.3, FPA11.1.M.4, FPA11.1.M.5	<ul style="list-style-type: none"> •Recall and summarize rhythmic concepts from Living Music Phase 1 •Differentiate between a variety of rhythmic meters •Identify, visually and aurally, advanced rhythmic patterns •Recognize and describe the use of rhythmic patterns in polyphonic textures •Compose music using a variety of advanced rhythmic patterns
<p>Unit 2: Inspired to Relate The elements of pitch and harmony create color and depth in music. In this unit, you will build upon your prior knowledge of melodic notation and learn how to read, write, and perform melodies and harmonic progressions of greater complexity.</p>	FPA11.1.M.1, FPA11.1.M.2, FPA11.1.M.3, FPA11.1.M.4, FPA11.1.M.5, FPA11.2.M.1, FPA11.2.M.2	<ul style="list-style-type: none"> •Recall and summarize pitch and harmony concepts •Differentiate between related musical structures •Identify, visually and aurally, a variety of harmonic and melodic functions •Recognize and describe the use of tonal patterns in polyphonic textures •Demonstrate comprehension of tonality through musical composition
<p>Unit 3: Inspired to Create Music is a powerful means of human expression. It can reflect the thoughts and values of an individual composer, and it can be representative of an entire culture. In this unit, you will discover how Western music has changed over the last several centuries in response to cultural trends.</p>	FPA11.1.M.1, FPA11.1.M.2, FPA11.1.M.3, FPA11.1.M.4, FPA11.1.M.5, FPA11.3.M.1, FPA11.3.M.2, FPA11.3.M.3	<ul style="list-style-type: none"> •Explain music’s value in contemporary society and throughout history •Examine and explain the societal factors that contribute to a thriving musical culture •Demonstrate knowledge of musical genre characteristics through stylistic composition
<p>Unit 4: Inspired to Understand Possessing knowledge of compositional techniques and historical context enriches your experience as a listener and performer of music. In this unit, you will study four great works by Johann Sebastian Bach, Wolfgang Amadeus Mozart, Franz Schubert, and Johannes Brahms to gain a deeper understanding and appreciation of their work.</p>	FPA11.1.M.1, FPA11.1.M.2, FPA11.1.M.3, FPA11.1.M.5, FPA11.2.M.3, FPA11.2.M.4, FPA11.3.M.1, FPA11.3.M.2, FPA11.3.M.3	<ul style="list-style-type: none"> •Examine and deconstruct selected repertoire in order to identify and apply concepts learned previously •Summarize the key characteristics of select compositional forms