



Milton Area School District Music Appreciation Syllabus Grade Level(s): 9-12

Music Appreciation Description:

Music Appreciation is a survey course that allows students to take a deeper look into the broad field of music. This course will cover topics in music literacy, music history, world music, musical theater, popular American music styles, music performance, and music technology. Creating active music listening skills is a central component of this course. No prior music performance experience needed! The main objective of this course is to expose students to the diverse world of music and create lifelong consumers and appreciators of music.

Music Appreciation Goals:

- Identify and define the Seven Elements of Music
- Identify all elements of music notation, including clefs, pitches, rhythms, symbols, and music vocabulary
- Develop a comprehensive music vocabulary used to describe and analyze music and music performances
- Develop an understanding of how music evolved over time
- Read music notation and apply it to music performance
- Identify opportunities to be part of a musical community as both audience members and performers
- Explain similarities between works in dance, music, theatre and visual arts in various cultural and historical contexts
- Collaborate with others to create an original musical work using contemporary technologies

Student Literacy Objectives for Music Appreciation:

- Effective readers use appropriate strategies to construct meaning.
- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
- Effective speakers prepare and communicate messages to address the audience and purpose
- Effective research requires the use of varied resources to gain or expand knowledge.
- Audience and purpose influence a writer's choice of organizational pattern, language, concepts using appropriate literacy techniques.
- Language conventions support clarity of communications between writers/speakers and readers/listeners.
- An expanded vocabulary enhances one's ability to express ideas and information

Music Appreciation Instructor Policies

Music Appreciation Resources:

- Office365 resources, Sapphire, *The Enjoyment of Music* (Forney & Machlis, 10th ed.), Kahoot, listening examples as assigned
- From Ragtime to Rock: An Introduction to 100 Years of American Popular Music (Daniel Glass)

Music Appreciation Requirements:

- Completion of all assignments is expected and required.
- Participation in all classroom discussions and activities
- Students must bring their charged devices, a pencil, and any other necessary items to class every day.
- Students are expected to try their best and ask for help when needed
- Performance is a requirement of this course. This may be presenting a project, playing an instrument, or performing a composition.
- While all class content may not be of interest to all individuals, an environment of respect and an open mind to learning are expected in the music classroom

Music Appreciation Attendance Policy:

- Students must attend all classes as scheduled, unless absent from school. Students are responsible for making up all missed assignments within ten (10) days of the absence.

Music Appreciation Grading Policy:

- This course will follow standard grading procedures as determined by the Milton Area School District. Grades at or below 65 are considered failing.

Course Content Schedule

| Week | Unit Title | Focus/Concept(s) | Unit Essential Question(s) | Related Academic Standards | Assignment/Artifact | Method(s) of Evaluation |
|------|-------------------|-----------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------------------------------------|------------------------------------------------|
| 1 | Elements of Music | Seven Elements of Music, Music Literacy | What is music? How do people use music? | 9.1.12.A | Music literacy worksheets/examples; music vocab booklet | Formative |
| 2 | | Instruments & Ensembles, Music Literacy | How are the elements of music shared through notation? | 9.1.12.B, 9.1.12.C | Instrument family | Summative: Seven Elements & Inst. Family Test |
| 3 | Music History | Medieval Era | How do music and history influence each other? How did music from throughout history survive until today? | 9.2.8.A-F 9.2.8.I-J 9.3.8.A-D | Class Notebook Notes/Assignments | Formative |
| 4 | | Renaissance Era | How did the invention of standard instruments affect music history? | 9.2.8.A-F 9.2.8.I-J 9.3.8.A-D | Class Notebook Notes/Assignments | Formative |
| 5 | | Baroque Era | Why does music from one culture or time period often exhibit similar characteristics? | 9.2.8.A-F 9.2.8.I-J 9.3.8.A-D | Class Notebook Notes/Assignments | Summative: Medieval, Renaissance, Baroque Test |
| 6 | | Classical Era | Why do different people have different opinions about music? What causes music preference? | 9.2.8.A-F 9.2.8.I-J 9.3.8.A-D | Class Notebook Notes/Assignments | Formative |
| 7 | | Romantic Era | How can composers use themes and ideas to affect the way audiences experience their work? | 9.2.8.A-F 9.2.8.I-J 9.3.8.A-D | Composer Profile Presentation | Performance Task |
| 8 | | Romantic Era | Why do people create music based on their personal experiences? | 9.2.8.A-F 9.2.8.I-J 9.3.8.A-D | Composition Project | Performance Task |
| 9 | | 20 th Century Music | How do people determine the quality of musical works? | 9.2.8.A-F 9.2.8.I-J 9.3.8.A-D | Midterm Exam | Summative: Midterm Exam |
| 10 | World Music | World Music | Why it is important to be able to create, recreate and perform music independently? | 9.2.12.A-G | Music Around the World Project | Performance Task |

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| 11 | | Drum Ensemble, Ukulele jam, and/or other musical perf. | What role does music play in many different cultures? How can musicians influence the way people view the world? | 9.1.12.A-B | Music Performance | Performance Task |
| 12 | Pop Music & Society | Early American Music Styles | How did music develop in the United States? | 9.2.12.A-G | Slave Song/Spiritual Coded lyrics analysis | Formative |
| 13 | | Jazz, Rock, Pop | What is the first American music genre? How did it develop? | 9.2.12.A-G | Elements of Various Genres | Formative |
| 14 | | Musical Theater | How and why do works in the different arts disciplines share characteristics? | 9.2.12.J-L | Auditorium Tour, Elements of Music Theater, Exploration and Analysis of Plots and Songs | Formative |
| 15 | | Musical Theater, cont'd. | What decisions do musicians make to influence the way people experience their work? | 9.2.12.J-L, 9.1.12.I | Musical Theater Report | Performance Task |
| 16 | Music Technology | Evolution of Recording Technology | As technology has changed, how has it changed the way we make music? | 9.1.12.J | Class Notebook Notes/ Assignments | Formative |
| 17 | | Electronic Music Composition | How are patterns arranged to make music? | 9.1.12.A , 9.1.12.J | Electronic Music Composition | Performance Task |
| 18 | | Final Wrap-Up | | | Final Exam | Summative |

Appendix A
Student and Teacher Roles with a Defined Focus on Literacy

Students will:

1. Work independently in their learning to:

- Comprehend and evaluate complex situations, be a critical consumer of *musical* text, produce; research and gather evidence, communicate effectively, listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

2. Construct content-meaning for self-efficacy and the efficacy all learners:

- Build personal engagement in *Music Appreciation* literacy (RWSL), take and share power for learning, self-assess, monitor and reflect on. Set goals for extending math skills, use text-based evidence to establish clear relationships among claims, explore *musical* concepts beyond the classroom and search to discover global perspectives

3. Develop a Classroom Learning Community of respectful collaborative, collective dynamics:

- Contribute and collaborate in a community of *musical* learners, provide multiple perspectives to solve problems toward shared understanding, value, represent, and respect diverse opinions and perspectives.
- Tasks or assignments are completed on time in support of a shared responsibility
- Self-monitoring for preparation and understanding is encouraged to promote contribution and respect for equity of time

4. Participate in the assessment process:

- Set goals and self-monitoring their progress with an expectation for fulfilling assessment requirements
- Produce and complete tasks and assignments according to the parameters and expectations of the learning process and the instructor's timeline.
- Seek help in understanding and clarifying confusions is an expectation to foster student independence and confidence as a life-long learner.

5. Use of technology to support their learning:

- Explore creative and innovative uses of technology to enhance and express their learning.
- Participate as a 21st Century student to make connections to the global learning environment
- Use and evaluate research available resources for validity and reliability

Instructor will:

1. Conduct the learning environment that promotes a student-centered community of learners.

- Conceptualizes instruction to include students as part of the learning community; students formally collaborate on important learning tasks
- Share learning experience to bring multiple perspectives to solve problems such that each perspective contributes to shared understanding for all; goes beyond brainstorming
- Set up the learning environment and experiences for valuing diversity, multiple perspectives, and strengths of the student.
- Foster and encourage development of new ideas and understanding in conversations and work with others
- Arrange groups to support collaboration and inquiry; students work independently, in pairs, in small groups and as a class dependent on the task.

2. Represent themselves as a facilitator, a guide for learning, a co-learner, or as an investigator.

- Engage in negotiation, stimulates and monitors discussion and project work but does not control
- Help students to construct their own meaning by modeling, mediating, explaining when needed, redirecting focus, providing options
- Considers themselves as self- learner; willing to take risks to explore areas outside his or her expertise; collaborates with other experts and practicing professionals

3. Design the instructional model and learning context driven by standards and researched-based best practices.

- Identify the specific PACCS standards addressed in all lessons and units.
- Provide students with an understanding of PACCS standard guiding the instruction and the relationship to the student learning goals.

4. Develop authentic tasks to engage all learners with relevance to transfer knowledge to outside world situations.

- Pertains to real world, meaningful intellectual work; may be addressed to personal interest
- Challenge and engage students with tasks with different levels of difficulty, enough to be interesting but not totally frustrating, and sustainable.
- Involves integrating disciplines to solve problems and address issues in context
- Engage students with rigorous course content to prepare them for College and Career readiness.
- Construct processes that engage students through cognitive application as an intentional principle of instruction.

5. Motivate and intentionally organize classroom instructional structure.

- Direct students to set goals, self-assess their progress to produce quality products and determine next steps
- Integrate the Literacy skills of Reading, Writing, Speaking and Listening that is discipline specific
- Activate and develop students' repertoire of thinking/learning strategies for changeable and complex knowledge building.
- Promote intrinsic learning with a passion for exploring and solving problems.
- Use data-driven instruction to plan for individual and group learning situations.

6. Assess students with a multitude and variety of formative, performance-based, generative, and summative assessments to address the needs and levels of all learners.

- Create assessments with meaning for the learner to produce product, performance, or service
- Make assessments transparent and integral to instruction; students learn during/through challenging meaningful activities
- Evaluate students fairly and equitably based upon student individual needs and achievement level.
- Use the most appropriate and effective technology available to enhance tasks and the evidence on learning

7. Utilized discipline-specific digital literacy and processes to engage and connect students in furthering 21st century teaching and learning.

- Use the most appropriate and effective technology available to allow for interaction by communicating and collaborating in diverse ways
- Use the most appropriate and effective technology available to access simulations, goals-based learning and real-world productivity tools.
- Use the most appropriate and effective technology available to complete and access task, locate data, and learning opportunities that stimulate thought and inquiry.
- Build awareness of and where possible, access media technologies to keep pace with the ever-changing technological devices to further educational possibilities.

Appendix B
Engaged Learning Framework for Course Content Reflection and Review

| Indicators of Engaged Learning | | Indicator Definition |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Evaluation | | |
| Tasks | <ul style="list-style-type: none"> • Authentic • Challenging • Multidisciplinary | <ul style="list-style-type: none"> • Pertains to real world, meaningful intellectual work; may be addressed to personal interest • Difficult enough to be interesting but not totally frustrating, usually sustained • Involves integrating disciplines to solve problems and address issues in context |
| Assessment | <ul style="list-style-type: none"> • Performance-based • Generative • Seamless and ongoing • Equitable | <ul style="list-style-type: none"> • Involving a performance or demonstration, usually for a 'real' audience and addressing a useful purpose • Assessments having meaning for learner; may produce information, product, service • Assessment is transparent and integral; students learn during/through challenging and meaningful activities • Assessment is culture fair |
| Process | | |
| Instructional Model | <ul style="list-style-type: none"> • Interactive • Generative | <ul style="list-style-type: none"> • Instruction actively engages learners through meaningful context and construction of knowledge; encourages, supports and responds to student contributions, needs, requests for clarification, etc. • Instruction oriented to constructing meaning; providing meaningful activities/experiences |
| Learning Context | <ul style="list-style-type: none"> • Collaborative • Knowledge-building • Empathetic | <ul style="list-style-type: none"> • Instruction conceptualizes students as part of learning community; students formally collaborate on important learning tasks • Learning experiences set up to bring multiple perspectives to solve problems such that each perspective contributes to shared understanding for all; goes beyond brainstorming • Learning environment and experiences set up for valuing diversity, multiple perspectives, strengths |
| Grouping | <ul style="list-style-type: none"> • Heterogeneous • Equitable • Flexible/agile | <ul style="list-style-type: none"> • Small groups with persons with different skill sets, backgrounds, interests • Groups sized and organized so that over time all students have challenging learning tasks/experiences • Different groups organized for different instructional purposes; supports collaboration across multiple contributors |
| Roles | | |
| Instructor Role | <ul style="list-style-type: none"> • Facilitator • Guide • Co-learner/co-investigator | <ul style="list-style-type: none"> • Engages in negotiation, stimulates and monitors discussion and project work but does not control • Helps students to construct their own meaning by modeling, mediating, explaining when needed, redirecting focus, providing options • Instructor considers self as learner; willing to take risks to explore areas outside his or her expertise; collaborates with other experts and practicing professionals |
| Student Role | <ul style="list-style-type: none"> • Explorer • Cognitive Apprentice • Teacher • Producer | <ul style="list-style-type: none"> • Students have opportunities to explore new ideas/tools; push the envelope in ideas and research • Learning is situated in relationship with mentor who coaches students to develop ideas and skills that simulate the role of practicing professionals (i.e., engage in real research) • Students encouraged to teach others in formal and informal contexts • Students develop products of real use to themselves and others; demonstrated learning |
| Resources | | |
| Technology | <ul style="list-style-type: none"> • Interconnectivity • Access to challenging tasks • Enables learning by doing • Media Use | <ul style="list-style-type: none"> • Technology allows interaction by communicating and collaborating in diverse ways • Technology offers or allows access to tasks, data, and learning opportunities that stimulate thought and inquiry • Technology offers access to simulations, goals-based learning, and real-world problems and productivity tools • Technology provides opportunities to use media technologies |