



Music Survey (Grades 9-12)

Course Description:

The curriculum for this course is developed from the [Wisconsin Model Academic Standards for Music](#). A one-semester elective course designed for non-performing students. Recommended to students who enjoy music but do not wish to perform. Through readings from a text, listening examples and some use of technology, students will gain insight into music composition and music's relationship to our culture and other cultures. Connections to dance, musical theater, film and opera, how music is used in advertising, along with performances and a variety of styles of music from various generations will be explored.

Essential Understandings:

1. Singing or playing an instrument requires fundamental skills for developing a foundation of personal expression, communication, and fulfillment. (A.12.1, A.12.2, A.12.3, A.12.4, A.12.5, A.12.6, A.12.7, A.12.8, A.12.9, B.12.1, B.12.2, B.12.3, B.12.4, B.12.5, B.12.6, B.12.7, B.12.8, B.12.9)
2. Musical creativity and personal expression are demonstrated through improvisation, composition, arrangement, movement or interpretation. (C.12.1, C.12.2, C.12.3, C.12.4, C.12.5, C.12.6, C.12.7, C.12.8, C.12.9, C.12.10, C.12.11, D.12.1, D.12.2, D.12.3, D.12.4, D.12.5, D.12.6, D.12.7, D.12.8, D.12.9, D.12.10, D.12.11, D.12.12, D.12.13)
3. Reading and understanding the language of musical notation develops a foundation for musical literacy. (E.12.1, E.12.2, E.12.3, E.12.4, E.12.5, E.12.6, E.12.7, E.12.8, E.12.9, E.12.10, E.12.11, E.12.12, E.12.13, E.12.14, E.12.15, E.12.16)
4. Music is appreciated and understood through analysis, description and evaluation of the musical elements. (F.12.1, F.12.2, F.12.3, F.12.4, F.12.5, F.12.6, F.12.7, F.12.8, F.12.9, F.12.10, G.12.1, G.12.2, G.12.3, G.12.4, G.12.5, G.12.6, G.12.7, G.12.8, G.12.9)
5. Music connects us to cultures, history, and other arts in our global society. (H.12.1, H.12.2, H.12.3, H.12.4, H.12.5, H.12.6, H.12.7, H.12.8, H.12.9, H.12.10, H.12.11, H.12.12, H.12.13, I.12.1, I.12.2, I.12.3, I.12.4, I.12.5, I.12.6, I.12.7, I.12.8, I.12.9, I.12.10, I.12.11, I.12.12, I.12.13)

Unit	Description of Unit and Learning Targets
Performing <ul style="list-style-type: none">• How does the non-performing student develop a basic understanding of musicianship?	<p>This unit gives non-performing students the opportunity to learn the process involved in musical performance.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• I can demonstrate/describe the effective use of ensemble skills such as balance, intonation, rhythmic unity, and part singing when performing as part of a group.• I can perform in small ensembles.• I can play by ear simple melodies on a melodic instrument or simple accompaniments on a harmonic instrument.
Creativity <ul style="list-style-type: none">• What are the elements that composers from different style periods/cultures use to express creativity in music?	<p>This unit explores how composers/musicians have gone about the creative process throughout history.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none">• I can use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging.• I can compose short pieces within specified guidelines,

	<p>demonstrating the use of the elements of music.</p> <ul style="list-style-type: none"> I can arrange simple pieces for voices or instruments other than those for which the pieces were written.
<p>Literacy</p> <ul style="list-style-type: none"> How do non-musicians understand how musicians use the language of music? 	<p>This unit explores how composers/musicians have gone about reading and notating music throughout history.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can use standard and non traditional notation to record their musical ideas and the musical ideas of others. I can read and notate chord symbols on harmonic classroom instruments. I can read an instrumental and vocal score of up to four staves. I can interpret non standard notation symbols used by some 20th century composers.
<p>Response</p> <ul style="list-style-type: none"> What are the ways that composers/musicians use to analyze, describe, and evaluate music? 	<p>This unit develops the skills and processes needed to analyze, and evaluate musical compositions.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions and their application in analyzing written and/or aural examples of music. I can understand the technical vocabulary of music (such as Italian terms, form, harmony, and tempo markings). I can identify and explain compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work. I can compare how musical materials are used in a given example relative to how they are used in other works of the same genre or style. I can apply and refine specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their participation in music. I can apply and refine specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music. I can evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models. I can evaluate a given musical work in terms of its aesthetic qualities and explain the musical means used to evoke feelings and emotions.
<p>Connections</p> <ul style="list-style-type: none"> How do Music Survey students demonstrate the ability to relate the music they study to its history, culture or other disciplines? 	<p>This unit compares and contrasts music from different cultures and style periods.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures. I can explain how the principles and subject matter of various disciplines outside the arts interrelate with those of music.

	<ul style="list-style-type: none"> • I can explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another. • I can compare the uses of characteristic elements and organizational principles among the various arts. • I can classify music by culture or historical period based on characteristic styles or genres and justify their classification. • I can identify sources of American music genres, trace the evolution of those genres, and name well-known musicians associated with them. • I can identify various roles that musicians perform, name representative individuals who have functioned in each role, and describe their activities and achievements.
--	---