

# School of Performing Arts

## Music-Level 3

August 2011

### 1. Course Description

This course is designed to develop a deeper understanding of the practical applications of Music History and Theory in a performance situation. Theory elements include reading and writing using standard music notation and applying that knowledge to performance of ensemble and solo literature, the introduction of reading and writing advanced ornamentation as it pertains to each period of Music History and the common practices of the period, the application of those ornaments and styles in a performance situation, the reinforcement and application of modes and scales and how they are used in Music from the Medieval Period to the Music of today. We will apply our previous knowledge of harmony and harmonic elements in music to create music in a performance situation by either composing or arranging for large and small ensembles. The emphasis of this course will be to reinforce the process in which we prepare students to audition for college music programs or to enter the workforce as beginning musicians in a commercial field of their choosing: marketing, audio technology, composition, arranging or performing. We will apply in performance MIDI (Musical Instrument Digital Interface) concepts and the use of computers to create music using the standard and advanced elements of Music Theory and History. We will introduce and reinforce ear training in recognizing intervals, scales, harmonic elements and styles of music from each period of Music History.

Practical application will include performing a piano solo or performing in an ensemble situation using keyboards, continued study in methods book for each student's primary instrument (including voice), performance of solo or ensemble literature using the skills acquired from Music-Level 1, transposition and arranging for solo instruments and larger ensembles, participation in Marching Band, Concert Band, the Spring Musical production orchestra and Jazz Band, participation in the various assemblies and programs offered throughout the school year, semi-private instruction on the primary instrument will also be offered and the use of electronic keyboards and music software to enhance the skills needed for performance.

### 2. Course Objectives/Outline

- A. Students will use their acquired knowledge of standard and advanced music notation to perform in a solo or ensemble situation. Standard 1.1-CPI 1.1.8.B.1, 1.1.12.B.2
- B. Students will use their acquired knowledge of the different forms of scales and modes to perform in a solo or ensemble situation. Standard 1.1-CPI 1.1.1.1.8.B.1, 12.B.2, Standard 9.1, 9.3
- C. Students will utilize their acquired knowledge of the proper rhythmic interpretation of notes in a solo or ensemble situation. Standard 1.1-CPI 1.1.8.B.1, 1.1.12.B.2

- D. Students will utilize their acquired knowledge to recognize aurally and by performing the various styles and genres of music from each of the Periods in Music History. Standard 1.1-CPI 1.1.8.B1, 1.1.12.B.1, 1.1.12.B.2, Standard 1.2-CPI 1.2.12.A.1, Standard 1.3-CPI 1.3.12.B.1
- E. Students will use their acquired knowledge to analyze aurally and by performing the various harmonic elements of styles and genres of music from each of the Periods in Music History. Standard 1.1-CPI 1.1.12.B.2, Standard 1.2-CPI 1.2.12.A.2, Standard 1.2-CPI 1.2.12.A.1, Standard 1.3-CPI 1.3.12.B.1, Standard 1.4-CPI 1.4.12.A.1, 1.4.12.A.3, 1.2.12.B.1, 1.2.12.B.2,
- F. Students will use their acquired knowledge to begin the process of critique and analysis to develop their individual audition portfolio based on their grade level. Standard 1.2-CPI-1.1.8.B.1, 1.1.12.B.1, 1.1.12.B.2, Standard 1.2-CPI 1.2.12.A.2, Standard 1.3-CPI 1.3.12.B.1, Standard 1.4-CPI 1.2.12.B.2, Standard 9.1, 9.3
- G. Students will utilize their acquired knowledge to compose and perform MIDI and computer music. Standard 1.1-CPI 1.1.12.B.2, Standard 1.2-CPI 1.2.12.A.2, Standard 1.3-CPI 1.3.12.B.4, 1.3.12.B.4

### 3. Methods of Evaluation

- A. Attendance
- B. Daily Preparation
- C. Class Participation
- D. Written Class work/ Homework
- E. Classroom Practice
- F. Performances
- G. Final Exams
- H. Solo Classroom Performance and Studio Recitals
- I. Ensemble Participation
- J. Music Journal

### 4. Textbooks, Instructional Materials and Software

- A. Rubank Elementary and Advanced Individual Method Book for Primary Instrument, Modern School for Xylophone, Marimba and Vibraphone.
- B. Various audio recordings.
- C. Various DVD recordings of Performances, Concerts, Musicals and Movies.
- D. Solo and ensemble selections that correspond with the students' ability level.
- E. Music! It's Role and Importance in Our Lives DeGraffenreid, Fowler, Gerber and Lawrence. Published by Glencoe:McGraw Hill copyright 2006 by the University of Maryland
- F. Practical Beginning Theory Benward, Jackson and Jackson. Published by McGraw Hill. Copyright 2000, 1991, 1987, 1983, 1980, 1975, 1966, 1963 by the McGraw Hill Companies, Inc.
- G. Software: Garage Band by Apple, Cubase, Cakewalk Sonar, Finale!, Sibelius, Ableton, Midisoft Music Studio, Band-In-A-Box

## 5. Instructional Strategies

- A. Use of Smartboard technology for audio and visual demonstrations
- B. Use of Computer Lab with MIDI software
- C. Self-directed practice time
- D. One-on-one and small group instruction
- E. Use of selected textbooks and method books
- F. Appropriate field trips to concerts and performances
- G. Participation in school-sponsored performance opportunities
- H. Solo and small ensemble composition projects
- I. Solo and small ensemble arranging projects
- J. Solo and ensemble performance projects
- K. Individual solo assessments by instructor
- L. Use of demonstrations of technique by the instructor

## 6. Scope and Sequence

I=Introduced    R=Reinforced    P=Proficient

Acquired Skill	Grade level	11	12
SWBAT to read standard music notation		R/P	P
SWBAT to read and perform ornamentation		I/R	P
SWBAT perform solo on primary instrument		R	P
SWBAT perform with an ensemble		R/P	P
SWBAT to perform standard scale forms		I/R	P
SWBAT accurately read and perform rhythmic notation		R	P
SWBAT recognize Music from each period in Music History		R	R/P
SWBAT perform Music from each period in Music History		I/R	R/P
SWBAT select solo performance pieces appropriate for ability level		I/R	R
SWBAT utilize current computer MIDI software to compose and arrange		R	R/P
SWBAT perform using computers and advanced technology		I/R	R/P
SWBAT perform on their primary instrument in ensembles		R/P	P
SWBAT compose for a small ensemble using acquired knowledge in Music		R	P
SWBAT to arrange for a large ensemble using acquired knowledge in Music		I/R	R/P
SWBAT recognize aurally examples of music from each period in Music History		I/R	R/P

## 7. PACING CHART

Pacing Chart Music level 3							
A	B	C	D	E	F	G	H
Review Standard Music Notation	Sight-reading selected scores of standard band repertoire	Continue Sight-reading	Introduce Sight-reading examples from Classical Period	Continue Sight-reading from the Classical Repertoire	Introduction of non-standard forms of musical notation: Eastern Music	Composition of solo or small ensemble using non-standard musical notation.	Assessment of characteristics of Standard and non-standard musical notation
Introduce Ornamentation	Rubank Method Books trills and turns	Perform ornaments on major instrument	Discuss ornamentation in Med/Ren, Baroque and Classical	Introduce appoggiatura, grace notes, advanced trills	Perform advanced ornamentations for teacher	Perform advanced ornamentation for Studio Recital	Perform Solo for Music Department Recital
Select Solo Musical Selections	Individual and small group lessons	Emphasis on Audition Requirements	Play all major and minor scales	Perform Chosen Audition solo for teacher	Perform Chosen Audition solo for studio recital	Reinforce audition requirements for chosen field	Schedule auditions
Perform with Ensemble	Dance Show Music Introduced	Dance Show Performance Hispanic Heritage Assembly	Holiday Assemble	African-American Heritage Assembly	Introduce Musical Production Requirements	Spring Musical Performance	Graduation Performance
Review Rhythmic Notation	Rubank Advanced Method Books Rhythm	Rubank Advanced Method Books Rhythm	Rubank Advanced Method Books Rhythm	Rubank Advanced Method Books Rhythm	Rubank Advanced Method Books Rhythm	Rubank Advanced Method Books Rhythm	Rubank Advanced Method Books Rhythm
Introduce Classical Period of Music History	Listening examples and textbook	Select Classical Solo, Mozart, Haydn, Brahms	Perform Classical Solo	Assesment of Classical Music Characteristics	Perform Solo for Studio recital	Perform Solo for Music Department recital	Reinforce solo work for auditions
Review Midi Software and Computer Composition(sequencing)	Computer Lab and Garage Band introduced	see below	see below	see below	see below	see below	see below
Assign Small Ensemble Composition		Continue small ensemble composition	Introduce large ensemble composition	Perform small ensemble composition	Assign Large ensemble composition	Choose instrumentation for large ensemble	Perform Large ensemble composition
Review Listening examples and characteristics of the Baroque Periods in Music History	Review previous solos	Aural Assessment of Baroque Music	Introduce various forms of Med/Ren Music: Motet, Chant, Early instruments	Introduce Post-Romantic and Twentieth Century Period of Music History	Listening Examples of Post-Romantic and Twentieth Century Music	Introduce the use of non-standard forms of notation in 20th Century Music	Aural Assessment of Post-Romantic and Twentieth Century Music

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### Student Handout

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You will be able to read standard music notation

You will be able to read and perform ornamentation

You will be able to perform solo on primary instrument

You will be able to perform with an ensemble

You will be able to perform standard scale forms

You will be able to accurately read and perform rhythmic notation

You will be able to recognize Music from each period in Music History

You will be able to perform Music from each period in Music History

You will be able to select solo performance pieces appropriate for ability level

You will be able to utilize current computer MIDI software to compose and arrange

You will be able to perform using computers and advanced technology

You will be able to perform on their primary instrument in ensembles