

School of Performing Arts:

Music- Level 2

August 2011

1. Course Description

This course is designed to reinforce the basics of Music-Level 1 and 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 reinforcement and application in a performance of the use of the varying scales and how they are used in music from the Medieval Period to the music of today. We will examine the use of harmony and harmonic elements in music to create music in a performance situation. The emphasis of this course will be to begin 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, performing or arranging. We will introduce the basic concept of MIDI(Musical Instrument Digital Interface) and the use of computers to create music using the standard elements of Music Theory and History and how they can be applied in a digital situation. We will use computers to produce Music for performance.

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 utilize their acquired knowledge of standard music notation to perform in a solo or ensemble situation. Standard 1.1- CPI 1.1.8.B.1, 1.1.12.B.2, Standard 9.1, 9.3
- B. Students will utilize their acquired knowledge of the different forms of scales to perform in a solo or ensemble situation. Standard 1.1- CPI 1.1. 1.1.8.B.1,12.B.2
- 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 Student 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 or 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	10	11	12
SWBAT to read standard music notation		R	R/P	P
SWBAT perform solo on primary instrument		I	R	P
SWBAT perform with an ensemble		I/R	R/P	P
SWBAT to perform standard scale forms		I	I/R	P
SWBAT accurately read and perform rhythmic notation		I/R	R	P
SWBAT recognize Music from each period in Music History		I	R	R/P
SWBAT perform Music from each period in Music History		I	I/R	R/P
SWBAT select solo performance pieces appropriate for ability level		I	I/R	R
SWBAT utilize current computer MIDI software to compose and arrange		I	R	R/P
SWBAT perform using computers and advanced technology		I	I/R	R/P
SWBAT perform on their primary instrument in ensembles		R	R/P	P

Pacing Chart Music Level 2

A	B	C	D	E	F	G	H
Review Standard Music Notation		Sight-Reading Exercises	Introduce Sight-Reading Examples from Med/Ren Period	Sight-Reading Exercises	Continue Medieval and Renaissance Sight-reading examples	Review sight-reading guidelines	Sight-Reading Practical
Select solo musical selections	Individual and Small Group Lessons	Perform Solo Selection for Teacher	Individual and Small group Lessons	Perform Solo Selection in Studio Recital	Fellow Students Critique	review solo performances	
Perform with Ensemble	Dance Show Music introduced	Dance Show Performance, Hispanic Heritage Assembly		African-American Assembly Program	Introduce Musical Production requirements	Spring Musical Performance	
Review Scale Forms	Major Scales	Play Major Scales		Introduce Minor Scales-All Forms		Play all forms of Major and Minor Scales	Scale practical and written
Review Rhythmic Notation	Rhythm Exercise Book, pgs 1-5	Reinforce Rhythmic Notation	Rhythm Exercise Book, pgs 6-11	Reinforce Rhythmic Notation	Rhythm Exercise Book, pgs 12-14	Review Rhythmic Notation	Notation practical and written
Introduce Medieval and Renaissance Period of Music History	Listening Examples / Textbook	Select Solo Selections from Medieval and Renaissance Period of Music History	Perform Solo Selection from Medieval and Renaissance Period of Music History	Introduce Baroque Period of Music History	Listening Examples / Textbook	Select Solo from Baroque Period	Written characteristics of Med/Ren and Baroque Periods in Music History
Introduce MIDI	Computer Lab	Introduction of Sequencing, Sequencing given selections	Sequence 16 measures of given selection	Sequence selection of your choice		Review MIDI and sequencing requirements	Written concepts of MIDI and sequencing

School of Performing Arts:

Music- Level 2

August 2011

Student Handout

This course is designed to reinforce the basics of Music-Level 1 and 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 reinforcement and application in a performance of the use of the varying scales and how they are used in music from the Medieval Period to the music of today. We will examine the use of harmony and harmonic elements in music to create music in a performance situation. The emphasis of this course will be to begin 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, performing or arranging. We will introduce the basic concept of MIDI (Musical Instrument Digital Interface) and the use of computers to create music using the standard elements of Music Theory and History and how they can be applied in a digital situation. We will use computers to produce Music for performance.

You will be able to read standard music notation

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