

School of Performing Arts

Music-Level 4

August 2011

1. Course Description

This course is designed to reinforce all previous levels of Music so that the student can attain a rating of proficient on the diploma/certificate of graduation. A final practical exam that includes all proficiencies will be administered during Quarter 4 of the school year. It will encompass all previous objectives from Level 1-Level 3. In addition to proficiencies a student must have prepared the audition requirements set forth by the college level music program for admission to the college music program. Should the student decide not to audition the requirement will be to prepare an audition repertoire based on the requirements for admission to the William Paterson University Music program which will be adjudicated by the Level 4 teacher.

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- Music Level 3, 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 Objective/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
- 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, Standard 9.1, 9.3
- 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.B.1, 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 and Studio Recitals
- I. Ensemble Participation
- J. Music Journal
- K. Final Practical Exam to determine proficiency rating

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

<u>Acquired Skill</u>	<u>Grade level</u>	<u>4</u>
SWBAT Play all Major scales on Major Instrument		P
SWBAT Play all Minor scales on Major instrument		P
SWBAT Perform with ensemble a varied repertoire of Music		P
SWBAT Perform Solo a varied repertoire of Music		P
SWBAT Improvise Melodies, Variations and accompaniments on the Piano		P
SWBAT Compose an original piece within specified guidelines		P
SWBAT Read and notate music using standard western music notation		P
SWBAT Analyze and critique various styles of music		P
SWBAT Evaluate musical performances within specified guidelines		P
SWBAT Understand the relationship between Music and the Arts		P
SWBAT Understand Music in relation to History and Culture		P
SWBAT Identify specific compositions from each of the periods in Music History		P
SWBAT Identify the varied styles of Music from each of the periods in Music History		P
SWBAT Sight-read a given Music example		P
SWBAT Sing Solo and with an ensemble		P

Pacing Chart Music Level 4

A	B	C	D	E	F	G	H
Reinforce All Major and Minor Scales	Play all Major and Minor scales for teacher	Memorize all Major and Minor Scales for audition requirements	Perform all Major and Minor Scales for class	Reinforce memorization of all Major and Minor Scales	Mock audition for Music Department Faculty	Schedule auditions at college or university	Final Senior Recital/ Practical Proficiency Assessment
Review Repertoire from previous years	Review Med/Ren Solo	Review Baroque Solo	Review Classical Solo with appropriate ornamentation	Review Post-Romantic Solo	Review 20th Century non-standard notation composition	Mock Theory placement test	Final Senior Recital/ Practical Proficiency Assessment
Review solo for audition	Review correct ornamentation	Perform Audition solo for teacher	Perform Audition solo for Studio Recital	Perform Audition Solo for Music Department faculty	Reinforce Solo requirements for College Audition	Mock Audition	Final Senior Recital/ Practical Proficiency Assessment
Reinforce improvisation	Introduce Dance Concert Music	Perform for Hispanic Heritage Assembly	Perform for Dance Concert	Perform for African American Assembly	Introduce Spring Musical requirements	Perform for Spring Musical Production	Final Senior Recital/ Practical Proficiency Assessment
Prepare sight-reading requirements for auditions	Reinforce correct preparation for sight-reading portion of audition	Review sight-reading exercises from various repertoire.	Review sight-reading of various music styles from the Periods in Music History	Sight-reading assessment	review sight-reading procedures at an audition	Mock sight-reading portion of audition	Final Senior Recital/ Practical Proficiency Assessment
Review 4 periods of Music History and their characteristics	Listening and critique Assessment Medieval and Renaissance period of Music History	Listening and critique Assessment Baroque period of Music History	Listening and critique assessment of Classical period in Music History	Listening and critique assessment of Post-Romantic period in Music History	Listening and critique assessment of 20th Century period of Music History	Further discussion of the influence of Music on all of the Arts	Final Senior Recital/ Practical Proficiency Assessment
Introduce critique guidelines for visited performances	Critique of personal performance of solo literature. Influences of period on the arts	Critique of personal performance of Hispanic Music and its influence on our culture	Critique of the Dance Concert and how the theme was addressed by Music	Critique of the African-American Assembly and the role African-Americans had in influencing our popular culture	Discussion of history and influence of the Spring Musical	Critique of the Spring Musical Performance	Final Senior Recital/ Practical Proficiency Assessment

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