

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Music Exploration

Department: Music

Teacher: J. Deleault or P. Martin

Grade level: 9-12

Description of Course:

This course is designed to help students learn how to describe the roles of creators and performers involved in the production and presentation of the arts and how they are similar to and different from one another. They will also learn how to identify sources of American music genres, trace the evolution of those genres, and name well-known musicians and other artists associated with them.

One Semester

School – Wide Expectations:

Academic

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between school-wide expectations and the course

Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect

Core Competencies as Aligned with State Standards:

Notation: Students will read standard music notation and demonstrate competence in using that notation.
NH Curriculum Standard 5: Students will read and notate music. (Reading, writing)

Evaluation: Students will analyze, describe, and evaluate music and music performances using correct terminology. (read, write, speak effectively, use critical thinking and problem solving skills)

NH Curriculum Standard 6: Students will listen to, analyze, and describe music.

NH Curriculum Standard 7: Students will evaluate music and music performances.

Relation: Students will demonstrate an understanding of music in relation to history, culture, other arts, other disciplines, and careers. (obtain information and facilitate learning)

NH Curriculum Standard 8: Students will relate music to the other arts, and to disciplines outside the arts.

NH Curriculum Standard 9: Students will relate music to history, culture, and careers.

Suggested Texts and Media (Software, A/V, etc.):

1. Periodical: *In Tune Monthly*. In Tune Partners, LLC.
2. Periodical: *Music Alive!* In Tune Partners, LLC.
3. Sheet Music
4. Teacher-created worksheets and PowerPoint lectures.

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

Suggested Instructional Strategies:

1. **Lecture:** Teacher shares information regarding vocal technique and music theory.
2. **Group Work:** Students work together on notation and composition projects, with teacher assistance/guidance.
3. **Journal:** Students write responses to musical listening exemplars, with teacher feedback.
4. **Hands-On Learning:** Students will play musical instruments in order to comprehend musical concepts such as rhythm, pitch and duration of notes and rests.
5. **Research:** Students will locate, organize, and disseminate information regarding music.

Suggested Assessment Strategies:

1. Assessments in the notation competency will include theory/notation worksheets, quizzes, rhythm exercises, and sight-singing exercises.
2. Assessments in the evaluation competency will include listening journal assignments, live performance evaluations, video performance evaluations, and musical terminology worksheets.
3. Assessments in the relation competency will include article comprehension worksheets, history/culture assignments, self-reflection essays, and guest speaker reflection essays.