Music Appreciation

Fine Arts
Curriculum Framework

2014

Course Title: Music Appreciation
Course/Unit Credit: 0.5 unit

Course Number: 453030

Teacher Licensure: Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure codes.
Grades: 9-12
Prerequisite: There is no prerequisite for Music Appreciation.

Music Appreciation

Music Appreciation is a one-semester course designed to teach students the basic elements, principles, processes, materials, and inherent qualities of music. Students will examine a broad range of methods and will conduct critical analyses of the creative processes involved in music. Students will reflect on the connections between society and music. Music Appreciation students will develop perceptual awareness and aesthetic sensitivity as well as a foundation for a lifelong relationship with music. The Standards for Accreditation require schools to offer one-half unit of survey of fine arts OR one-half unit of advanced art or advanced music. Music Appreciation may be used to fulfill this requirement. Music Appreciation will also satisfy the one-half credit fine arts requirement for graduation. Arkansas Department of Education approval is not required for Music Appreciation.

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Music Appreciation

Strand	Content Standard
Creating	
	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Presenting	
	4. Students will analyze, interpret, and select artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	
	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	
	10. Students will synthesize and relate knowledge and personal experiences to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Notes:
1. SLEs may be taught in any sequence.
2. Italicized words in this document appear in the glossary.
3. All items in a bulleted list are required to be taught.
4. The examples given (e.g.,) are suggestions to guide the instructor.
5. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

Strand: Creating
Content Standard 1: Students will generate and conceptualize artistic ideas and work.

		CCSS Alignment
CR.1.MA.1	*Improvise* as a group using vocal and percussive sounds (e.g., ostinato, round, question and answer, *call and response*)	CCRA.SL.1, 2, 4 CCRA.L.6
CR.1.MA.2	Experiment with a variety of selected *elements of music* using vocal and percussive sounds	CCRA.SL.1

Key: CR.1.MA.1 = Creating.Content Standard 1.Music Appreciation.1st Student Learning Expectation

Strand: Creating
  Content Standard 2: Students will organize and develop artistic ideas and work.

		CCSS Alignment
CR.2.MA.1	Modify, using invented or *standard notation, elements of music* in a coherent idea (e.g., *motif*, phrase, verse, ringtone)	CCRA.W.5
CR.2.MA.2	Compose a rhythmic or melodic *motif*	CCRA.W.4

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Key: CR.2.MA.1 = Creating.Content Standard 2.Music Appreciation.1st Student Learning Expectation

Strand: Creating
     Content Standard 3: Students will refine and complete artistic work.

		CCSS Alignment
CR.3.MA.1	Apply criteria-based feedback to finish a musical idea	CCRA.R.8 CCRA.W.4, 5 CCRA.SL.1, 2, 3, 4 CCRA.L.6
CR.3.MA.2	Preserve a finished musical idea, using available technology if applicable	CCRA.W.4, 6 CCRA.SL.5

Key: CR.3.MA.1 = Creating.Content Standard 3.Music Appreciation.1st Student Learning Expectation

Strand: Presenting
      Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

		CCSS Alignment
P.4.MA.1	Investigate musical works based on interest or teacher recommendation	CCRA.R.10 CCRA.W.7, 8, 9
P.4.MA.2	Compare selected musical works to narrow the choices for presentations	CCRA.R.9, 7 CCRA.W.7, 9 CCRA.SL.2
P.4.MA.3	Select music for presentations based on analysis of task, purpose, and audience	CCRA.R.1, 5, 9 CCRA.W.8, 9, 7 CCRA.SL.2, 4

Key: P.4.MA.1 = Presenting.Content Standard 4.Music Appreciation.1st Student Learning Expectation

Strand: Presenting
    Content Standard 5: Students will develop and refine artistic work for presentation.

		CCSS Alignment
P.5.MA.1	Research selected musical works for relevant information to share with peers (e.g., *elements of music*, *expressive elements*, composers, *genres*)	CCRA.R.1 CCRA.W.7, 8, 9 CCRA.SL.1, 4
P.5.MA.2	Organize presentations of or about musical works that are coherent and have a clear focus and purpose	CCRA.R.5 CCRA.W.4 CCRA.SL.4, 5 CCRA.L.6
P.5.MA.3	Apply teacher-provided self-assessment tool to refine presentations of or about music for peers	CCRA.W.5 CCRA.SL.1, 4 CCRA.L.6

Key: P.5.MA.1 = Presenting.Content Standard 5.Music Appreciation.1st Student Learning Expectation

Strand: Presenting
Content Standard 6: Students will convey meaning through the presentation of artistic work.

		CCSS Alignment
P.6.MA.1	Share presentations of or about musical works to broaden understanding, using available technology if applicable	CCRA.W.6 CCRA.SL.1, 4, 5
P.6.MA.2	Apply appropriate *listening etiquette*	CCRA.SL.1

Key: P.6.MA.1 = Presenting.Content Standard 6.Music Appreciation.1st Student Learning Expectation

Strand: Responding
Content Standard 7: Students will perceive and analyze artistic work.

		CCSS Alignment
R.7.MA.1	Classify musical instruments according to sight and sound	CCRA.R.1 CCRA.W.2, 9 CCRA.L.6
R.7.MA.2	Compare vocal classifications	CCRA.W.7 CCRA.SL.2 CCRA.L.6
R.7.MA.3	Analyze aurally various musical *forms* and *styles*	CCRA.SL.1, 2 CCRA.L.6

Key: R.7.MA.1 = Responding.Content Standard 7.Music Appreciation.1st Student Learning Expectation

Strand: Responding
    Content Standard 8: Students will interpret intent and meaning in artistic work.

		CCSS Alignment
R.8.MA.1	Discuss the emergence of musical *genres*	CCRA.R.3, 1 CCRA.SL.1, 4 CCRA.L.6
R.8.MA.2	Compare the relationship of musical characteristics to composer's intent in musical work selected from a variety of *genres*	CCRA.R.5, 7 CCRA.W.2, 8, 9 CCRA.SL.1, 2, 3 CCRA.L.6
R.8.MA.3	Analyze the *context* of selected works from a variety of *genres*	CCRA.R.3 CCRA.W.2, 8, 9 CCRA.SL.2 CCRA.L.6

Key: R.8.MA.1 = Responding.Content Standard 8.Music Appreciation.1st Student Learning Expectation

Strand: Responding
    Content Standard 9: Students will apply criteria to evaluate artistic work.

		CCSS Alignment
R.9.MA.1	Apply student-created listening criteria to evaluate musical works	CCRA.W.1, 4, 7, 8, 9 CCRA.SL.1, 2, 3 CCRA.L.6

Key: R.9.MA.1 = Responding.Content Standard 9.Music Appreciation.1st Student Learning Expectation

Strand: Connecting
Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

		CCSS Alignment
CN.10.MA.1	Combine personal experience, interests, and knowledge from multiple sources to demonstrate creativity when making music	CCRA.R.7, 10 CCRA.W.4, 7, 8, 9, 6 CCRA.SL.1, 2 CCRA.L.6

Key: CN.10.MA.1 = Connecting.Content Standard 10.Music Appreciation.1st Student Learning Expectation

Strand: Connecting
Content Standard 11: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

		CCSS Alignment
CN.11.MA.1	Identify representative composers/songwriters from a variety of time periods and *genres*	CCRA.SL.2
CN.11.MA.2	Explain the transmission of culture through music (e.g., friendship, joy, comfort, knowledge, religion, love)	CCRA.SL.1, 2, 4 CCRA.L.6
CN.11.MA.3	Compare the relationship between music and events within and across time periods	CCRA.R.1, 2, 3 CCRA.W.4, 7, 8, 9 CCRA.SL.2, 4 CCRA.L.6
CN.11.MA.4	Differentiate the roles of music and musicians in various cultures and disciplines throughout history	CCRA.R.1, 2, 3, 7 CCRA.W.1, 4, 7, 8, 9 CCRA.SL.1, 2, 4 CCRA.L.6
CN.11.MA.5	Describe the characteristics of varied *genres* of music - American music - contemporary music - music by Arkansas composers - music from various historical periods *program music* - soundtracks *world music*	CCRA.R.1, 2, 3, 9 CCRA.W.2, 7, 8, 9 CCRA.SL.1, 2, 4 CCRA.L.6

Key: CN.11.MA.1 = Connecting.Content Standard 11.Music Appreciation.1st Student Learning Expectation

Glossary for Music Appreciation

Call and response	A musical form in which a part of the melody (call) is followed by an answer (response)
Context	Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence
Elements of music	Melody, harmony, rhythm, form
Expressive elements	Texture, dynamics, timbre, tempo
Form	The structure or shape of a musical work, based on repetition, contrast, and variation
Genre	Style, category, class, or type of music
Improvise	To create spontaneously
Listening etiquette	Social behavior observed by those attending musical performances and which can vary depending upon the type of music performed
Motif	Brief, rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element
Program music	Music that depicts a story or inspires visual images
Standard notation	System for visually representing musical sound that is in widespread use; such systems include traditional music, staff notation, tablature notation (primarily for fretted stringed instruments), and lead-sheet notation
Style	A characteristic of a particular person or group of people or period that makes genres of music unique
World music	Music of indigenous peoples

Contributors

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