



# LEE ACADEMY

Lee, Maine USA

*Official Curriculum*

## **Introduction to Music**

Written fall 2008

Introduction to Music is a classroom style music class that is designed to give students a broad overview of the various components of the world of music. Units include music notation and beginning theory, a broad study of voicings of various ensembles, music analysis, music composition, history, and music theatre. These components will help the student to continue their quest for knowledge within the musical realm, listen with open, yet musically discriminating ears, and be able to express themselves musically.

### Primary text(s) and other major resources

*Alfred's Essentials of Music Theory* – Surmani,  
Farnum, Manus

*Basics of Singing* – Schmidt and Counsell  
Schmidt

*Instrumentation and orchestration* – Blatter  
*Music: An Appreciation* – Roger Kamien

The arts play a valued role in creating cultures and developing and documenting civilizations. Students of the arts gain powerful tools for:

- \*communicating through creative expression;
- \* understanding human experiences, past and present;
- \* adapting to and respecting the ways others think, work, and express themselves;
- \* using artistic modes of problem solving, which, in turn, bring an array of expressive, analytical, and development tools to every human situation;
- \* understanding the power of the arts to create and reflect cultures;
- \* understanding the impact of design on virtually all we use in daily life;
- \* understanding the interdependence of work in the arts and the worlds of ideas and events;
- \* making decisions in situations where there are no standard answers;
- \* analyzing nonverbal communication and making informed judgments about cultural products and issues; and for
  - communicating thoughts and feelings in a variety of modes, thereby providing a more powerful repertoire of self-expression.

Through the objectives in this course, students will be able to meet the following Maine Learning Results Standards for the performing arts:

**A. CREATIVE EXPRESSION.** Students will create and/or perform to express ideas and feelings. Students communicate through their works, revise and problem-solve, use a variety of processes, and integrate their works with other disciplines.

\* Each art form has specific vocabulary, elements, principles, and structures that allow for communication of ideas, feelings, and moods.

\*Problem-solving skills, reflection, self-evaluation, revising, and refinement are part of the process used in the creation and development of art works.

\*The development and creation of work in the arts use a variety of approaches, styles, media, and performance modes, including electronic technology.

\*Students will understand that the roles, skills, relationships, and differences among the arts are transferable from one arts discipline to another as well as to other disciplines.

**B. CULTURAL HERITAGE.** Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods. The arts are the record of our diverse world cultures and provide understanding of who we are, where we've been, and possible directions for our future.

**C. CRITICISM AND AESTHETICS.** Students will reflect upon and assess the characteristics and merits of art works. An understanding of how the senses are used to make artistic choices in daily life, together with an understanding of how these choices affect feelings, moods, and emotions, helps us to make judgments about the merits and meaning of work in the arts. The elements, principles, and structures of art forms can be composed in

ways which enrich, persuade, and influence society, either directly, through performances, original works and exhibits or indirectly, through electronic and printed media..

~Unit length & revised MLRs-- Standard(s) and indicator(s)	Objectives	Essential Questions	Assessment
<p>U1 Music Notation and Beginning Theory</p> <p>Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden <i>dynamic</i> contrasts.</p>	<ul style="list-style-type: none"> <li>- Students will be able to demonstrate understanding of whole, half, quarter, eighth and sixteenth notes</li> <li>- Students will be able to demonstrate understanding of note names in both treble and bass clef.</li> <li>- Students will be able to demonstrate understanding of the time signatures 4/4, 3 /4, 5/4, 2/2, and 6/8</li> <li>- Students will gain knowledge of key signatures up to three sharps and three flats.</li> </ul>	<p>Why is it necessary to understand the basic elements of music notation?</p> <p>What benefits to an individuals music education come with the ability to understand music notation?</p> <p>Why would understanding music notation be considered the first building block in an education in music?</p>	<ul style="list-style-type: none"> <li>- Students will be given a series of written quizzes to demonstrate their understanding of music notation.</li> <li>- Students will complete a variety of oral exams, projects and presentations relating to music notation and theory.</li> </ul>
<p>U2 Choral Music and parts of the Choir.</p> <p>Students apply accumulated knowledge of musical notation, symbols, and</p>	<ul style="list-style-type: none"> <li>- Students will gain an understanding of each of the four most common voice parts: Bass, Tenor, Alto, Soprano</li> <li>- Students will be able to demonstrate knowledge regarding various types of choirs</li> <li>- Students will gain an accurate</li> </ul>	<p>Why is studying the different aspects of choral music important to an individuals whole music education?</p> <p>Why is the study of the body systems essential to the understanding of music and its performance?</p>	<ul style="list-style-type: none"> <li>- Students will be given a series of written quizzes to demonstrate their understanding of the subject matter.</li> <li>- Students will complete a variety of oral exams, projects and presentations</li> </ul>

<p>terminology to perform music with greater complexity and variation including sudden <i>dynamic</i> contrasts.</p>	<p>understanding of the respiratory system and how it relates to singing</p> <ul style="list-style-type: none"> <li>- Students will learn the fundamentals involved in producing a professional tone.</li> <li>- Students will have the opportunity to experience a variety of choral literature.</li> </ul>		<p>relating to choral music culminating in a “choral music reaction project”.</p>
<p>U3 Instrumental Music and parts of the Band and Orchestra.</p> <p>Students apply accumulated knowledge of musical notation, symbols, and terminology to perform music with greater complexity and variation including sudden <i>dynamic</i> contrasts.</p>	<ul style="list-style-type: none"> <li>- Students will gain an understanding of each family of instruments</li> <li>- Brass</li> <li>- Woodwind</li> <li>- Strings</li> <li>- Percussion</li> <li>- Students will be able to label every major instrument of each family by name.</li> <li>- Students will learn the major parts of each instrument in regards to mechanics, sound production, proper playing technique, and tuning.</li> <li>- Students will be able to recall the major purpose of each instrument in an ensemble.</li> </ul>	<p>Why is studying the different aspects of choral music important to an individuals whole music education?</p> <p>Why is it important to understand the mechanics of each instrument?</p> <p>Why is it necessary to have the ability to recall the name of each instrument?</p>	<ul style="list-style-type: none"> <li>- Students will be given a series of written quizzes to demonstrate their understanding of the subject matter.</li> <li>- Students will complete a variety of oral exams, projects and presentations relating to Instrumental music.</li> </ul>
<p>U4 Music Analyzation and Composition.</p>	<p>Students will understand the basic components to music composition</p>	<p>Why is it necessary to understand the software in the field of music?</p>	<p>Students will analyze a movement of a Beethoven</p>

<p>Students analyze and evaluate <i>art forms</i>.</p> <p>a. Describe, analyze, interpret, and evaluate <i>art forms</i> by applying grade span appropriate arts <i>concepts</i>, vocabulary, skills, and processes as referenced in</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of <i>print and/or non-print sources</i>.</p> <p>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p>	<p>and their roles including: Melody, Supporting Melody, Harmony and Percussive parts.</p> <p>Students will understand the purpose of each composition component and be able to recognize which instruments are executing each part at any given time when given an audio example.</p> <p>Students will have the ability to read an example of a full score and identify which instruments are serving each role when given a written example.</p> <p>Students will demonstrate the ability to compose their own music using four voices.</p> <p>Students will demonstrate competency with music notation software.</p>	<p>Why is the ability to analyze music important when composing?</p> <p>Why must a composer be familiar with the different components of a composition and the role that they play?</p>	<p>symphony, labeling each composition component throughout the piece to demonstrate their understanding of the subject matter</p> <p>Students will compose an original work with music notating software, using four voicings of their choosing.</p>
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<p>U5 Music History</p> <p>Students analyze and evaluate <i>art forms</i>.</p> <p>a. Describe, analyze, interpret, and evaluate <i>art forms</i> by applying grade span appropriate arts <i>concepts</i>, vocabulary, skills, and processes as referenced in</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of <i>print and/or non-print sources</i>.</p> <p>c. Demonstrate an understanding of the difference</p>	<p>Students will be able to name stylistic components of each of the historical music periods including: Renaissance, Baroque, Classical, Romantic, and 20<sup>th</sup> Century.</p> <p>Students will be able to recall major composers of the Renaissance, Baroque, Classical, Romantic and 20<sup>th</sup> Century musical periods.</p> <p>Students will be able to recall specific events of each musically historical period outside of the realm of music.</p> <p>Students will gain a more thorough understanding of cultures through music.</p>	<p>Why is it necessary for musicians to have an understanding of the history of music?</p> <p>Why is it important for musicians to study the work of other musicians?</p>	<ul style="list-style-type: none"> <li>- Students will be given a series of written quizzes to demonstrate their understanding of the subject matter.</li> <li>- Students will complete a variety of oral exams, projects and presentations relating to the history of music.</li> </ul>

<p>between a personal opinion and an informed judgment.</p> <p>d. Research and explain how art and artists reflect and shape their time and culture.</p>			
<p>U5 Music History</p> <p>Students analyze and evaluate <i>art forms</i>.</p> <p>a. Describe, analyze, interpret, and evaluate <i>art forms</i> by applying grade span appropriate arts <i>concepts</i>, vocabulary, skills, and processes as referenced in</p> <p>b. Analyze and evaluate varied interpretations of works of art</p>	<p>Students will have the ability to recall musical examples from musical theatre selections that have been presented to them</p> <p>Students will understand the role of music in a musical theatre production</p> <p>Students will understand the role of acting and drama in a musical theatre production</p> <p>Students will gain knowledge about the process of musical theatre production</p> <p>Students will gain an understanding of the different roles and the importance of these roles in producing musical theatre.</p>	<p>What does musical theatre reflect that makes it important to study?</p> <p>Why should musicians know the different roles involved in musical theatre?</p> <p>What was the role of musical theatre throughout history?</p> <p>Has the role of musical theatre changed over time?</p>	<ul style="list-style-type: none"> <li>- Students will be given a series of written quizzes to demonstrate their understanding of the subject matter.</li> <li>- Students will complete a variety of oral exams, projects and presentations relating to the history of music.</li> </ul>

using evidence from observations and a variety of *print and/or non-print sources*.

c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.

d. Research and explain how art and artists reflect and shape their time and culture.

Students will gain an understanding of how musical theatre has changed over time.