

# Deer Valley Unified School District

## Music Humanities Curriculum



9-12 Grade



Deer Valley Unified School District No. 97

## Music Humanities Curriculum Team Members

Melanie Britton, Sandra Day O'Connor High School

Scott Sims, Deer Valley High School

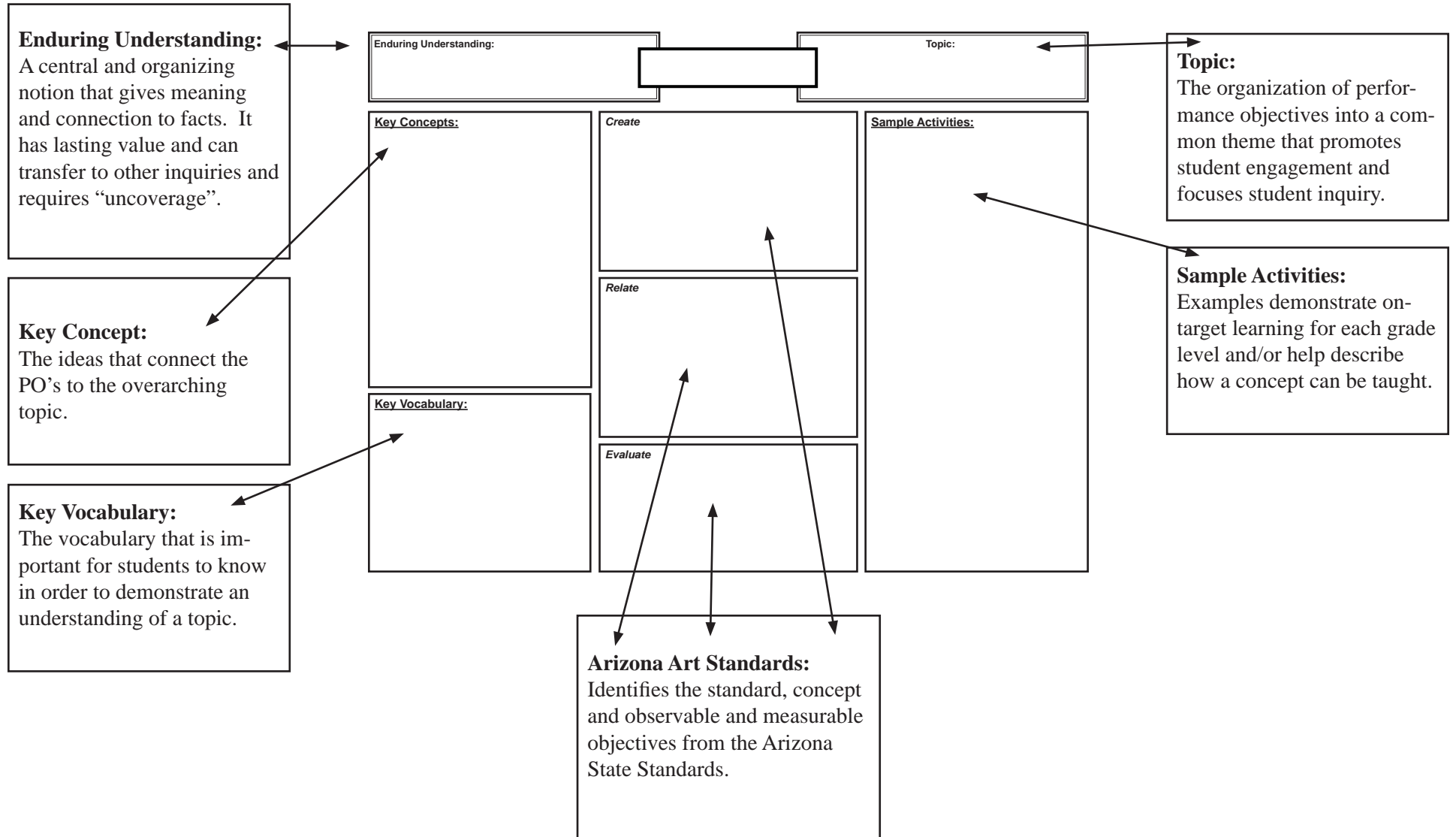
Bruce DuPlanty, District Office

# Arts

## in Deer Valley Unified School District

	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Art													
Music													
Band													
Choir													
Strings													
Dance													
Drama													

## Concept Map Definition Page



Enduring Understanding:

**Personal musical preferences**

**Music Humanities**

Topic:

**Connecting to Music**

**Key Concepts:**

- Introducing Topic
- Understanding student perceptions
- Getting to know students and building trust

**Create**

**Relate**

- S2C3PO201 describing their preference for specific musical works and styles.
- S2C3PO202 discussing the roles and impact music plays in their lives and the lives of others.
- S2C3PO204 identifying, explaining, and distinguishing music preferences (I like it because...) from music judgments (It is good because...).

**Evaluate**

**Sample Activities:**

- Survey - Interests and perceptions
- Design CD cover representing who you are and your musical interests.
- Family music survey/interview.
- Start "music journal" to write in each day. Students will write their feelings on the music the teacher selects to play as they enter the room.
- Surveys taken and evaluated.
- Make a graph showing likes/dislikes of class.

**Key Vocabulary:**

- Journal
- Survey
- Respect
- Tolerance

Enduring Understanding:

**Where music got it's start**

**Music Humanities**

Topic:

**Early Music Era**

**Key Concepts:**

- Gregorian Chant - Sacred 1 line melody
- Renaissance - Adding harmony
- Mystery plays - sacred
- Theater - Greek and Roman tragedy - secular (chamber performances)
- Baroque - Church or Theater organized performances (much smaller at Renaissance level)
- JS Bach
- Vivaldi
- Handel

**Key Vocabulary:**

- Melody
- Sacred music
- Secular music
- Mystery plays
- Harmony
- Chant
- Counterpoint
- Affectations (riffs)
- Bach
- Vivaldi
- Handel

**Create**

**Relate**

- S2C1PO209 recognizing acoustic properties as they effect the performers and the performance space.
- S2C1PO210 comparing how the basic elements of two or more arts disciplines can be used to express similar events, emotions, scenes, or ideas (e.g., sound in music, movement in dance, images in art, words in poetry).
- S2C2PO201 recognizing the origins and development of instrumental/vocal music.
- S2C2PO202 identifying and comparing a varied repertoire of music from diverse genres and musical styles.
- S2C3PO203 describing the various ways that music conveys universal themes (e.g., contrast, conflict, emotion).

**Evaluate**

- S3C1PO212 listening to musical examples with sustained attention.
- S3C2PO201 describing the characteristics that evoke a temperament or mood in a piece of music.

**Sample Activities:**

- Listen to true Gregorian, then listen to "Enigma" (modern music)
- Listen to example of Renaissance music - counterpoint/harmony
- Listen to Riffs (ex. Smoke on the Water) then tie back to understanding "Affectations"

Enduring Understanding:

**Recognizing the music of famous composers**

**Music Humanities**

Topic:

**Middle Era Music**

**Key Concepts:**

- Classical - "Age of Enlightenment"
- Scientific and mathematical concepts (Newton, gravity and medicine)
- Mozart - stayed with form
- Romantic - "Age of the Individual"
- Emotional response to society
- Beethoven - individual expression of form
- Brahms - "goodnight" song
- Chopin - funeral song
- Tchaikovsky
- Wagner

**Key Vocabulary:**

- Classical
- Romantic
- Standardization - Organized & solidified society
- Mozart
- Haydn
- Beethoven - both periods
- Brahms
- Chopin
- Tchaikovsky
- Wagner

**Create**

**Relate**

- S2C1PO209 recognizing acoustic properties as they effect the performers and the performance space.
- S2C1PO210 comparing how the basic elements of two or more arts disciplines can be used to express similar events, emotions, scenes, or ideas (e.g., sound in music, movement in dance, images in art, words in poetry).
- S2C2PO201 recognizing the origins and development of instrumental/vocal music.
- S2C2PO202 identifying and comparing a varied repertoire of music from diverse genres and musical styles.
- S2C3PO203 describing the various ways that music conveys universal themes (e.g., contrast, conflict, emotion).

**Evaluate**

- S3C1PO212 listening to musical examples with sustained attention.
- S3C2PO201 describing the characteristics that evoke a temperament or mood in a piece of music.

**Sample Activities:**

- Discuss Classical and Romantic eras
- Compare and contrast both
- How to identify from one to another
- Lots of listening! (and their ties to movies, cartoons, events now).
- Bugs Bunny "Kill da Wabbit" - Wagner

Enduring Understanding:

**Freedom of self-expression  
through music**

**Music Humanities**

Topic:

**Transition to 20th Century Era**

**Key Concepts:**

- Music is personally driven
- Impressionism - tie to Art
- Atonal
- Accepting "weird" music

**Create**

**Relate**

- S2C1PO205 recognizing the connections between music and other content areas as encountered in the repertoire.
- S2C1PO209 recognizing acoustic properties as they effect the performers and the performance space.
- S2C1PO210 comparing how the basic elements of two or more arts disciplines can be used to express similar events, emotions, scenes, or ideas (e.g., sound in music, movement in dance, images in art, words in poetry).
- S2C2PO201 recognizing the origins and development of instrumental/vocal music.
- S2C2PO202 identifying and comparing a varied repertoire of music from diverse genres and musical styles.
- S2C3PO203 describing the various ways that music conveys universal themes (e.g., contrast, conflict, emotion).

**Evaluate**

- S3C1PO212 listening to musical examples with sustained attention.
- S3C2PO201 describing the characteristics that evoke a temperament or mood in a piece of music.

**Sample Activities:**

- Listen to true Gregorian, then listen to "Enigma" (modern music)
- Listen to example of Renaissance music - counterpoint/harmony
- Listen to Riffs (ex. Smoke on the Water) then tie back to understanding "Affectations"
- Either write or bring in poetry. Have students break into small groups and perform on "created" instruments and/or use percussion as music background. Allow "freedom of expression" in performance groups. Students evaluate each group for grades

**Key Vocabulary:**

- Impressionism
- Atonal music
- Charles Ives
- John Cage
- Stravinsky
- Avante Garde
- Improvisation
- Debussy

Enduring Understanding:

**Jazz is first American music form**

**Music Humanities**

Topic:

**Jazz & Blues**

**Key Concepts:**

- African Heritage - history brings them to America
- Huge influence on 20th century music
- Jazz
- Blues

**Create**

**Relate**

- S2C1PO209 recognizing acoustic properties as they effect the performers and the performance space.  
comparing how the basic elements of two or more arts disciplines can be used to express similar events, emotions, scenes, or ideas (e.g., sound in music, movement in dance, images in art, words in poetry).
- S2C1PO210
- S2C2PO201 recognizing the origins and development of instrumental/vocal music.
- S2C2PO202 identifying and comparing a varied repertoire of music from diverse genres and musical styles.
- S2C3PO203 describing the various ways that music conveys universal themes (e.g., contrast, conflict, emotion).

**Evaluate**

- S3C1PO212 listening to musical examples with sustained attention.
- S3C2PO201 describing the characteristics that evoke a temperament or mood in a piece of music.

**Sample Activities:**

- Listen to call and response style in music and how it progressed.
- Listen to Coltrane
- Listen to big bans, watch film clips of swing dancing, etc.
- What was happening historically in our country?
- \*Space exploration encouraged more technological developments musically, Amps, recording, rock stadiums...

**Key Vocabulary:**

- Call & response
- Spirituals
- Blues - Robert Johnson, Billie Holiday
- Swing - Benny Goodman, Glenn Miller
- Big Band Era - Dike Ellington
- Miles Davis
- John Coltrane
- "Riffs"

Enduring Understanding:

**Our popular music is a reflection  
of our times.**

**Music Humanities**

Topic:

**Popular Music**

**Key Concepts:**

- Rock
- Pop
- Film/Broadway
- Motown
- Rap
- British Invasion
- Bob Dylan - Protest

**Key Vocabulary:**

- Theme
- Elvis Presley
- Beatles, Rolling Stones, Eric Clapton = British Invasion
- Pink Floyd
- Music Videos
- Phantom of the Opera
- Bob Dylan
- Beastie Boys
- Ramones

**Create**

**Relate**

- S2C1PO209 recognizing acoustic properties as they effect the performers and the performance space.  
comparing how the basic elements of two or more arts disciplines can be used to express similar events, emotions, scenes, or ideas (e.g., sound in music, movement in dance, images in art, words in poetry).
- S2C2PO201 recognizing the origins and development of instrumental/vocal music.
- S2C2PO202 identifying and comparing a varied repertoire of music from diverse genres and musical styles.
- S2C3PO203 describing the various ways that music conveys universal themes (e.g., contrast, conflict, emotion).

**Evaluate**

- S3C1PO212 listening to musical examples with sustained attention.
- S3C2PO201 describing the characteristics that evoke a temperament or mood in a piece of music.

**Sample Activities:**

- Watch snips from movies- try sound off and then watch again w/sound on. (scary, war scene, love scene, etc...) Possibly silent movies.
- Connecting to past "Riffs" and how they relate to a character i.e. "Darth Vader's Theme"
- Class picks current artist and presents an aural report and brings musical example of their style.

Enduring Understanding:

**Careers in music are purposeful  
and fulfilling**

**Music Humanities**

Topic:

**Careers in Music**

**Key Concepts:**

- Instrumentalist - Symphony and Studio musician
- Vocalist - Solo and background
- Instrument manufacturing
- Instrument repair
- DJ
- Sound and recording arts
- Music education
- Conductor
- Composer
- Critic
- Music therapist
- Music publisher
- Music journalist

**Key Vocabulary:**

- (as necessary)

**Create**

**Relate**

S2C2PO208 identifying and discussing the roles/careers musicians play in various societies.

**Evaluate**

**Sample Activities:**

- Bring in Tempe School of Recording Arts and Sciences for demonstration.
- Bring in "Luther" who makes instruments.
- Bring in any musician or music professional.