

MUSIC AESTHETICS

7-12

Diocese of Salt Lake City
Catholic Schools Office

Based on Utah State Office of Education Curriculum

Music Aesthetics

This course is designed for students who seek the opportunity to extend their musical understanding, heighten music listening skills, and increase their ability to respond more fully to music. Experiences will include opportunities to experiment with sounds, analyze famous compositions representative of most styles, and inquire into music's connections to contemporary life, history, and cultures. *No prerequisite course is required.*

STANDARD 1 Perform Students will use body, voice, and instruments as means of musical expression

Objective A Develop technical performance skills.

- Explore and illustrate the expressive uses and potential of the voice and body to communicate an idea or a feeling.
- Explore and discuss the expressive uses and potential of other musical instruments and equipment to communicate an idea or a feeling.

Objective B Perform varied repertoire.

- Read/sing/play additional songs in class and describe the various rhythms, textures, modes, harmonies, and forms experienced.
- Read/sing/play excerpts of selected music in class and describe the expressive effects that can be used to create style and impact.

STANDARD 2 Create Students will improvise and compose music.

Objective A Improvise rhythmic and melodic ideas and phrases.

- Create a different sequence of an existing song; e.g., AB, ABA, verse/chorus.
- Plan textures for a completed sequence.
- Add expressive qualities to the sequence; e.g., tempo, dynamics, stylistic effects.
- Present (perform/record) sequence in class and discuss the choices made.
- Organize timbres and sequences into phrases, e.g., build melodic patterns into a sequence of phrases, experiment with various instrumentations for the phrases.

Objective B Write original melodies.

- Finish partially written phrases.
- Write variations of a given phrase.
- Write a consequent phrase for a given antecedent phrase.

STANDARD 3 Listen/Analyze/Evaluate Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective A Describe the elements of music.

- Demonstrate how expressive qualities within music affect its ability to communicate; e.g., dynamics, tempo, timbre, pitch, stylistic effects.
- Explain how time is used to communicate meaning in various musical selections; e.g., beat, meter, rhythm, accent.
- Describe how a melody conveys a message; e.g., types of motion (conjunct/disjunct), range of pitches, rhythmic motion, mode, lyrics.
- Illustrate how form communicates meaning in music; e.g., repetition, contrast, variation, introduction, coda, climactic sequences.
- Describe the texture; e.g., monophonic, homophonic, polyphonic, heterophonic.
- Analyze the harmony; e.g., dissonant, consonant, diatonic (type of mode), chromatic.

Objective B Analyze and evaluate musical examples.

- Demonstrate acceptable performer and audience etiquette.
- Describe music events/changes as they occur in recorded or live excerpts; e.g., tempo, meter, harmony, dynamics, texture, form (AB, ABA, rondo, theme and variations, etc.), instrumentation.
- Describe the emotions and thoughts the music communicates and analyze how it does so.
- Compare and contrast music styles from a variety of cultures and time periods, including non-western music.
- Analyze and evaluate the difference between expressing personal preferences in music and critiquing a music composition or music performance.

Objective C Document personal growth as a musician.

- Keep a journal and/or write reflection on personal experiences in music.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.

STANDARD 4 Discover Meaning Students will find avenues of understanding, and communication through connecting music to personal growth, the joy of living. Traditions, culture and history.

Objective A Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

Objective B Experience how music connects us to history, culture, heritage, and community.

- Explain how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.
- Explain what music means personally.
- Play/sing/read and enjoy music related to various cultures, times, and places.
- Tell how music connects to other disciplines.

Music Composition

This course is designed for students who seek the opportunity to create original music compositions. In addition to developing compositional abilities, experiences will include the development of skills needed to analyze and evaluate music, continued explorations into music's relationship with other disciplines and its impact on culture, and development of ability to perform/record/present/discuss original compositions. *No prerequisite course is required.*

STANDARD 1 Perform Students will use body, voice, and instruments as means of musical expression.

Objective A Demonstrate technical performance skills.

- Demonstrate knowledge of major, minor, and pentatonic scales and intervals on a selected instrument.
- Demonstrate knowledge of basic chords and chord progressions on a selected instrument.
- Demonstrate knowledge of meters and key signatures on a selected instrument.

Objective B Perform varied repertoire.

- Prepare, rehearse, and perform personal or another's original compositions/arrangements using traditional/nontraditional instruments.
- Produce a recording of original compositions/arrangements for class presentation.

STANDARD 2 Create Students will improvise and compose music.

Objective A Improvise rhythmic and melodic ideas and phrases.

- Improvise a simple rhythmic variation (e.g., dividing a quarter into two eighths, triplets, syncopation) on a simple scale fragment or familiar melodies.
- Improvise a simple melodic variation (e.g., trills, passing tones, neighboring tones, turns) on a simple scale fragment or familiar melodies.

Objective B Record musical thoughts in standard notation.

- Explore/employ various software notation programs.
- Accurately notate simple melodic, rhythmic, and harmonic ideas and sequences.
- Notate/chart original phrases in traditional or non-traditional notation.
- Keep a sketch notebook of compositional ideas.
- Accurately notate single line and multiple line arrangements and compositions, including any lyrics.

- Accurately notate all expressive markings.

Objective C Write original melodies and short compositions to communicate an emotion, culture, place, time, or happening.

- Employ techniques of imitation and improvisation to generate melodic and rhythmic ideas for a composition.
- Finish partially written phrases.
- Write a consequent phrase for a given antecedent phrase.
- Compose complete sequences in a recognizable form (e.g., AB, ABA, verse/chorus, through composed).
- Build melodic patterns into a sequence of phrases (lyrics optional).
- Compose melody for a selected text.
- Compose a counter-melody for an original melody.
- Harmonize melodies using primary chords.
- Create a melody to go within/over an original composed harmonic progression.

Objective D Orchestrate melodies and short compositions.

- Orchestrate compositions in a variety of media (acoustic, electronic, synthetic, mixing variations) to communicate a specific idea or emotion.
- Orchestrate melodies in a variety of textures (monophonic, homophonic, polyphonic, heterophonic) to communicate a specific idea or emotion.

Objective E Arrange melodies and short compositions.

- Arrange a selected piece of music in a different style from the original to communicate a new meaning or feeling; e.g., write variations of a given phrase, rearrange the form, re-harmonize it, change the orchestration, change the meter, create variations in the rhythm, alter the texture.
- Arrange a selected piece of music to meet the specifications of a special occasion; e.g., soundtrack, commercial, talent show, commemorative program.
- Analyze and describe the differences between arranging a song and creating original phrases.

STANDARD 3 Listen/Analyze/Evaluate Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective A Describe the elements of music.

- Demonstrate how expressive qualities within music affect its ability to communicate; e.g., dynamics, tempo, timbre, pitch, stylistic effects.

- Explain how time is used to communicate meaning in various musical selections; e.g., beat, meter, rhythm, accent.
- Evaluate how melodies are used to create effects within harmonic texture; e.g., monophony, homophony, polyphony.
- Illustrate how form communicates meaning in music.

Objective B Analyze and evaluate music examples.

- Analyze and evaluate musical excerpts in terms of aesthetic qualities and how meaning is conveyed.
- Present original compositions and arrangements in class and discuss the choices made; e.g., melodic contour, harmony, meter, rhythms, form, tone colors, textures, expressive qualities.
- In the music you play or listen to, (a) compare and contrast styles from a variety of cultures and time periods; (b) describe the emotions and thoughts the music communicates and how it does so.
- Exhibit acceptable performer and audience etiquette.

Objective C Document personal growth as a musician.

- Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments.
- Select a piece of own completed work that most clearly illustrates progress and explain this choice to teacher and/or parents.
- Keep a journal and/or write reflective papers on personal experiences in each of the four Core Curriculum standards.

STANDARD 4 Discover Meaning Students will find avenues of understanding and communication through connecting music to personal growth, the joy of living, traditions, culture, and history.

Objective A Examine how music relates to personal development and enjoyment of life.

- Evaluate how the study of music expands the ability to communicate with and understand others.
- Tell how music can be a joyful part of daily activities.
- Describe how making music together helps develop skills and success in working with others.
- Describe how self and/or class have used music to be of service to someone.
- Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.

Objective B Experience how music connects us to history, culture, heritage, and community.

- Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music.

- Perform and enjoy music related to various cultures, times, and places.
- Explain what the music experienced above means personally.

Music Connections

Music Connections is an extension of the K-6 Music Core and includes concepts and skills to integrate music into everyday life. Study will include explorations in creating, experiments with singing/playing/reading music, development of analytical and evaluative skills in music listening, investigations of various purposes of music, and inquiry into music's impact on culture, history, quality of life, and other subject areas. *No prerequisite course is required.*

STANDARD 1 Perform Students will use body, voice, and instruments as means of musical expression

Objective A Demonstrate technical performance skills.

- Illustrate how to use the expressive potential (pitch, volume, timbre, duration) of the voice and body to communicate an idea or a feeling.
- Demonstrate how to use the expressive potential (pitch, volume, timbre, duration) of selected instruments to communicate an idea or a feeling.

Objective B Perform varied repertoire.

- Read/sing/play traditional songs of various rhythms, textures, modes, harmonies, and forms.
- Read/sing/play excerpts of selected music in class and describe the expressive effects that can be used to create style and impact.

STANDARD 2 Create Students will improvise and compose music.

Objective A Improvise rhythmic and melodic ideas and phrases.

- Improvise thematic melodies over ostinato patterns.
- Manipulate short phrases into a complete melody.
- Play a simple melodic variation.
- Analyze the differences between the experiences of imitating and improvising.

Objective B Create imitations of musical passages.

- Perform melodic, rhythmic, and chordal call/response, question/answer activities.
- Imitate rhythmic and thematic or melodic ideas in groups such as drum circles or by passing the musical idea from one person to the next.
- Create scale fragments or rhythmic motives for others to replicate.
- Compare experiences in imitating/creating rhythmic motives with imitating/creating melodic motives.

STANDARD 3 Listen/Analyze/Evaluate Students will expand music listening skills and use music vocabulary to analyze and evaluate music.

Objective A Describe the elements of music.

- Explain or demonstrate the production and/or transmission of musical sound; e.g., strings, winds, percussion, reeds; acoustic vs. electronic; digital vs. analog; AM vs. FM radio bands; synthetic vs. sampling.
- Demonstrate how expressive qualities within music affect its ability to communicate; e.g., dynamics, tempo, timbre, pitch, stylistic effects.
- Explain how time is used to communicate meaning in various musical selections; e.g., beat, meter, rhythm, accent.
- Describe how a melody conveys a message.
- Illustrate how form communicates meaning in music; e.g., repetition, contrast, variation, introduction, coda, climactic sequences.

Objective B Analyze and evaluate musical examples.

- Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation.
- Explain how music is constructed; e.g., identify the meter (time signature) and any changes; identify the key (find and play the key/home note); identify the form (AB, ABA, rondo, theme and variations, etc.).
- Compare and contrast styles from a variety of cultures and time periods in music listened to or performed.
- Describe the emotions and thoughts music communicates and how it does so.

Objective C Document personal growth as a musician.

- Keep a journal and/or write reflections on personal experiences in music.
- Select a piece of own completed work that illustrates progress and explain this choice to teacher and/or parents.

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Explain what the music experienced above means personally.