

Course Title: Music Appreciation

State: WA

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State Standards: The Arts Learning Standards - Composition & Theory - High School Proficient

Date of Standards: 2017

Percentage of Course Aligned: 83%

Standards	Course Title (a or b), if applicable, e.g. Game Design 1a	Unit Name(s)	Lesson(s) Numbers	How Standard is Taught	How Standard is Assessed	Comments	Standard Rating (Fully Met / Partially Met / Not Met)
Anchor Standard 1 Generate and conceptualize artistic ideas and work.							
Performance Standard (MU-Cr1.1.C.1)							
a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.	Music Appreciation	Unit 2: Pop Music	Lessons 1, 2, and 3	Lessons explain the connection between pop music and the issues it covers (romance, youth, social problems, and personal experience).	Critical Thinking Questions 2 and 5; Lab		Fully Met
Anchor Standard 2 Organize and develop artistic ideas and work.							
Performance Standard (MU-Cr2.1.C.1)							
a. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines.	Music Appreciation						Not Met
b. Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary)	Music Appreciation	Unit 3: Ancient and Medieval Music	All lessons	Lessons explore the origins of music, including vocals and instruments, and how separately and together musical composition evolved.	Lab		Fully Met
Anchor Standard 3 Refine and complete artistic work.							
Performance Standard (MU-Cr3.1.C.1)							
a. Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.	Music Appreciation						Not Met
Performance Standard (MU-Cr3.2.C.1)							
a. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent.	Music Appreciation	Unit 4: Renaissance Music	All lessons	Lessons give overview of Renaissance music and the characteristics it employed to express the composers/performers' intent.	Discussion 1		Fully Met
b. Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.	Music Appreciation	Unit 7: Romantic Era Music	All lessons	Lessons explain how the technical composition of music from the Romantic period tells stories and creates images for the listener.	Lab		Fully Met
Anchor Standard 4 Select, analyze and interpret artistic work for presentation.							
Performance Standard (MU-Pr4.1.C.1)							
a. Identify and select specific excerpts, passages, or sections in musical works that express a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary)	Music Appreciation	Unit 7: Romantic Era Music	Lessons 4 and 5	Lesson explains pictorialism (producing an image through sound) and symphonic poem, which were similar to program music.	Activities 1 and 2 (used in conjunction with one another)		Fully Met
Performance Standard (MU-Pr4.2.C.1)							
a. Analyze how the elements of music (including form) of selected works relate to style and mood, and explain the implications for rehearsal or performance.	Music Appreciation	Unit 8	Lesson 2	Lesson explores how the same jazz song can sound different each time it is played, subject to the style and mood of the musician.	Critical Thinking Questions 2 and 3		Fully Met
Performance Standard (MU-Pr4.3.C.1)							
a. Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intent.	Music Appreciation	Unit 1: The Elements of Music	All lessons	Lessons explain the components of music (pitch, rhythm, dynamics, melody, and form) and how composers weave these together to create a music piece.	Activity 1		Fully Met
Anchor Standard 5 Develop and re fine artistic techniques and work for presentation.							
Performance Standard (MU-Pr5.1.C.1)							
a. Create rehearsal plans for works, identifying repetition and variation within the form.	Music Appreciation						Not Met
b. Using established criteria and feedback, identify the way(s) in which performances convey the elements of music, style, and mood.	Music Appreciation	Unit 8: Jazz	All lessons	Lessons explain how jazz grew from classical music, but with the unique influence of mood and style created by African American musicians in the early 20th century.	Critical Thinking Questions 3 and 4		Fully Met

c. Identify and implement strategies for improving the technical and expressive aspects of multiple works.	Music Appreciation	Unit 1: The Elements of Music	All lessons	Lessons introduce strategies for listening to, evaluating, and enjoying music of different kinds by teaching how to identify pitch, dynamics, melody, and form.	Activity	Unit 1 Activity only requires students to listen to one work (not multiple works) of music. Furthermore, the assessment does not require students to improve the work. Unit 7/Critical Thinking Question 5 requires students to listen to two different recordings of the same piece; this may suffice to assess this standard, though there is not explicit requirement in the question that students "improve" the works.	Partially Met
Anchor Standard 6 Convey meaning through the presentation of artistic work. Performance Standard (MU-Pr6.1.C.1)							
a. Share live or recorded performances of works (both personal and others'), and explain how the elements of music are used to convey intent.	Music Appreciation	Unit 1: The Elements of Music	All lessons	Lessons explain how music is used to create mood and express the intent of its composer/performer, especially when its elements are varied.	Critical Thinking Question 4	The assessment requires students to share one example, which may be personal or "others," though the standard requires one of each. It is not clear whether "personal" refers to a work the student has created or one they have chosen (as opposed to one that has been presented to them in the class). Unit 6 Lab also requires students to assess a piece of music they have chosen. If it refers to a personal choice of the students (as is more likely since not all students will have performed), the standard is fully met through both assessments	Fully Met
b. Identify how compositions are appropriate for an audience or context, and how this will shape future compositions.	Music Appreciation	Unit 4: Renaissance Music	All lessons	Lessons focus on the transition from ancient/medieval music to the music of the Renaissance, and how this music was structured on its predecessor in style and composition.	Critical Thinking Questions 1, 2, and 5; Lab	This standard is also taught in Unit 5: Baroque Music.	Fully Met
Anchor Standard 7 Perceive and analyze artistic work. Performance Standard (MU-Re7.1.C.1)							
a. Apply teacher-provided criteria to select music that expresses a personal experience, mood, visual image, or storyline in simple forms (such as one-part, cyclical, binary), and describe the choices as models for composition.	Music Appreciation	Unit 7: Romantic Era Music	Lesson 3	Lesson explains "program music" which tells a story or gives the impression of being literary in style.	Critical Thinking Question 2	This standard is also assessed in Unit 5/Critical Thinking Question 2 and Unit 6/Critical Thinking Question 2.	Fully Met
Performance Standard (MU-Re7.2.C.1)							
a. Analyze aurally the elements of music (including form) of musical works, relating them to style, mood, and context, and describe how the analysis provides models for personal growth as composer, performer, and/or listener.	Music Appreciation	All units	All lessons	Lessons throughout the course teach students to analyze their musical elements of composition from the point of view of the composer, performer, and listener.	Critical Thinking Question 2 in Units 5, 6, and 7 (as well as other places throughout the course)		Fully Met
Anchor Standard 8 Interpret intent and meaning in artistic work. Performance Standard (MU-Re8.1.C.1)							
a. Develop and explain interpretations of varied works, demonstrating an understanding of the composers' intent by citing technical and expressive aspects as well as the style/genre of each work.	Music Appreciation	Unit 4: Renaissance Music	All lessons	Lessons devote additional content to how music evolved through the use of more complex compositions, instruments, and mixing vocal ranges within a piece.	Lab	This standard is also taught in Unit 5: Baroque Music.	Fully Met
Anchor Standard 9 Apply criteria to evaluate artistic work. Performance Standard (MU-Re9.1.C.1)							
a. Describe the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating understanding of fundamentals of music theory.	Music Appreciation	Unit 5: Baroque Music	Lesson 5	Lesson explores how J.S. Bach employed technical sophistication in his compositions (during the Baroque period) which placed him as one of the finest composers of all time.	Critical Thinking Questions 2 and 5		Fully Met
b. Describe the way(s) in which critiquing others' work and receiving feedback from others can be applied in the personal creative process.	Music Appreciation	Unit 5: Baroque Music	All lessons	Lessons give overview of Baroque music and the characteristics it employed to express the composers/performers' intent.	Critical Thinking Question 5		Fully Met
Anchor Standard 10 Synthesize and relate knowledge and personal experiences to make art. Performance Standard (MU-Cn10.1.C.1)							
a. Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing, and responding to music.	Music Appreciation	Unit 6: Classical Era Music	All lessons	Lessons explore how music became more accessible to a wider range of people, who could then choose how and when to experience it.	Lab	Unit 7, Lesson 2 also discusses how recording technology expanded accessibility of music to the masses.	Fully Met
Anchor Standard 11 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding. Performance Standard (MU-Cn11.1.C.1)							

<p>a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p>	<p>Music Appreciation</p>	<p>Unit 3: Ancient and Medieval Music</p>	<p>Lesson 3</p>	<p>Lesson discusses how music expressed how the ancient Greek explained the world around them, including through the study of mathematics, patterns, and science, and other aspects of daily life.</p>	<p>Critical Thinking Questions 2 and 3</p>	<p>Unit 4, Lessons 1 and 2 also address this standard in reference to the Renaissance (religion, science, arts). Unit 5, Lesson 1 addresses the connection between Baroque music, art/architecture, science, philosophy, mathematics, and culture. Unit 6, Lesson 2 addresses influences on Classical music which include ancient and modern thought.</p>	<p>Fully Met</p>
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