



## **Living Music II**

### **Course Summary:**

Designed for students in grades 9–12, this course enhances the student’s fundamental musicianship skills from a Western-Classical approach, while aligning to National Core Arts Standards. The student will review and deepen skills and concepts of rhythm and notation learned and practiced in Living Music I. Through the use of virtual tools and analysis of classic repertoire, the student will work to improve listening, notation, analysis, performance, and composition skills. With audio, visual, and interactive technologies, the course provides a unique and advanced learning experience for the student. Living Music I is a prerequisite for this course.

### **Course Outline**

#### **1. Inspired to Move**

##### **1. Getting Started**

- Explain the components that make up music
- Examine the various tools with which you will be learning how to read, write, improvise, perform, and analyze music
- Examine the role that music plays in your life

##### **2. Rhythm: The Building Blocks**

- Identify, perform, and compose with a variety of rhythmic patterns including whole, half, quarter, eighth, sixteenth, and dotted notes, triplets, and corresponding rests

##### **3. Meter: It's Simple!**

- Define meter and demonstrate appropriate usage of time signatures, with emphasis on cut time and compound meters
- Illustrate ability to use notes and rests to create rhythmic compositions in various meters
- Use and follow appropriate conducting gestures

##### **4. Working Together: Texture Portfolio**

- Demonstrate understanding of rhythmic relationships in polyphonic textures
- Perform a rhythmic pattern as part of a polyphonic texture
- Compose music using polyphonic textures

##### **5. Meter: Not So Simple**

- Explain the organization of beat groupings in irregular meters
- Identify the use of mixed meter in recorded examples
- Sing and play irregular and mixed meters

##### **6. Inspired to Move Unit Review**

- Review all previous concepts and objectives for Unit 1

## 7. Inspired to Move Unit Test

### 2. **Inspired to Relate**

#### 1. The Warm-Up Pitch

- Recall and summarize key pitch concepts learned previously
- Use previously acquired knowledge of pitch concepts in a variety of performance exercises

#### 2. Intervals: Quantity and Quality

- Identify intervals by number (or size) and quality, both visually and aurally
- Aurally distinguish between intervals of different qualities (e.g., major sixth and minor sixth)
- Read, write, and improvise using a wide variety of melodic and harmonic intervals

#### 3. In Harmony: Triads

- Visually identify chords by root, inversion, and quality
- Aurally distinguish between chords of different qualities (e.g., major triad and minor triad)
- Read, write, and improvise using major, minor, augmented, and diminished chords

#### 4. Beyond Do, Re, Mi: All Sorts of Scales

- Recognize and identify six scale types, both visually and aurally
- Sing, play, improvise, and compose with six scale types
- Explain the difference between the three types of minor scales

#### 5. Unlocking Key Signatures

- Recognize and apply all of the major and minor key signatures
- Use the circle of fifths as a tool to identify major and minor key signatures
- Explain the difference between relative and parallel keys

#### 6. Not-By-Accidentals

- Recognize and identify the use of accidentals within otherwise diatonic musical passages, both visually and aurally
- Explain the difference between accidentals and sharps and flats within a key signature

#### 7. Fully Functional

- Identify diatonic chord functions, both visually and aurally
- Correctly label and reproduce diatonic chord functions in musical notation

#### 8. Conclusive Cadences

- Identify the four major cadence types, visually and aurally
- Explain the differences between the four cadence types and why they are used

#### 9. Your Turn: Composition Portfolio

- Compose a musical work that demonstrates understanding of the pitch concepts covered in this unit

#### 10. Inspired to Relate Unit Review

- Review all previous concepts and objectives for Unit 2

#### 11. Inspired to Relate Unit Test

### 3. **Inspired to Create**

#### 1. More than Entertainment: Functions of Music

- Define various musical styles that represent a variety of historical periods and cultural influences
  - Classify various musical styles that represent a variety of historical periods and cultural influences
2. The Middle Ages and the Renaissance
    - Recognize the sociopolitical factors that influenced musical practices in the Middle Ages and the Renaissance, and describe their impact on music and the other arts
    - Describe Renaissance style traits in recorded musical examples
  3. Baroque Grandeur I
    - Summarize musical styles, compositional techniques, and performance practices from the Baroque period
    - Recognize the sociopolitical factors that influenced musical practices in the Baroque period, and describe their impact on music and the other arts
    - Examine a representative work from the Baroque period and identify the influence of the doctrine of affections
  4. Baroque Grandeur II
    - Summarize musical styles, compositional techniques, and performance practices from the Baroque period
    - Recognize the sociopolitical factors that influenced musical practices in the Baroque period, and describe their impact on music and the other arts
    - Explain why selected great composers are representative of the style period
  5. The Enlightened Classical Spirit I
    - Summarize musical styles, compositional techniques, and performance practices from the Classical period
    - Relate Classical musical style to the values of Enlightenment philosophy
    - Explain why Wolfgang Amadeus Mozart is representative of the style period
  6. The Enlightened Classical Spirit II: Composition
    - Summarize musical styles, compositional techniques, and performance practices from the Classical period
    - Compose a short aria with recitative
  7. The Romantic Period: Not Just for Romance I
    - Summarize musical styles, compositional techniques, and performance practices from the Romantic period
    - Recognize the sociopolitical factors that influenced musical practices in the Romantic period, and describe their impact on music and the other arts
    - Identify Romantic style traits in the music of Felix Mendelssohn, Richard Wagner, and Johannes Brahms
  8. The Romantic Period: Not Just for Romance II
    - Summarize musical styles, compositional techniques, and performance practices from the Romantic period
    - Recognize the sociopolitical factors that influenced musical practices in the Romantic period, and describe their impact on music and the other arts
    - Explain why Johannes Brahms and Pyotr Ilyich Tchaikovsky are representative of the style period
  9. No Holds Barred: Music of the Twentieth Century

- Recognize the sociopolitical factors that influenced musical practices in the twentieth century and describe their impact on music and the other arts
- Compare and contrast twentieth-century music with the style periods that preceded it
- Improvise a melody using the 12-tone method

#### 10. Rise of the Jazz Cats

- Describe the style traits of each of the major jazz types
- Discuss jazz music as a reflection of American cultural values in the twentieth century
- Explain why selected great composers are representative of the style period

#### 11. Inspired to Create Unit Review

- Review all previous concepts and objectives for Unit 3

#### 12. Inspired to Create Unit Test

### 4. **Inspired to Understand**

#### 1. Introduction to Analysis

- Identify key concepts and themes that will guide the analysis of selected repertoire
- Explain the value of analytical practice as a facet of one's musicianship

#### 2. Bach: Brandenburg Concerto No. 5 I

- Examine Johann Sebastian Bach's Brandenburg Concerto No. 5 in D Major, BWV 1050, as a representative work of its historical period, identifying key elements that make it so

#### 3. Bach: Brandenburg Concerto No. 5 II

- Identify the key rhythmic elements of Johann Sebastian Bach's Brandenburg Concerto No. 5 in D Major, BWV 1050, and investigate their use as an organizing principle
- Identify the key melodic and harmonic elements of Bach's Brandenburg Concerto No. 5 and investigate their use as an organizing principle

#### 4. Mozart: The Magic Flute I

- Examine Wolfgang Amadeus Mozart's The Magic Flute as a representative work of its historical period, identifying key elements that make it so

#### 5. Schubert: Piano Trio No. 1 I

- Examine Franz Schubert's Piano Trio No. 1 in B-flat Major, op. 99, D. 898, as a representative work of its historical period, identifying key elements that make it so
- Identify the key themes of Schubert's Piano Trio No. 1 and investigate their use as an organizing principle
- Identify ways in which Schubert departed from the use of traditional sonata form in his Piano Trio No. 1

#### 6. Schubert: Piano Trio No. 1 II

- Recognize and perform examples of Franz Schubert's unconventional approach to tonality in Piano Trio No. 1 in B-flat Major, op. 99, D. 898
- Identify the specific musical elements that express an emotional effect in the second movement

#### 7. Brahms: Piano Concerto No. 2 I

- Describe the musical and emotional characteristics of Johannes Brahms's Piano Concerto No. 2 in B-flat Major, op. 83
  - Recognize thematic development in the first movement of Brahms's Piano Concerto No. 2
8. Inspired to Understand Unit Review
    - Review all previous concepts and objectives for Unit 4
  9. Inspired to Understand Unit Test
- 5. Inspired to Explore**
1. Active Listening: What's Appropriate?
    - Identify formal and casual settings of performances
    - Identify active listening techniques in music settings
  2. Let's Collaborate: Respect for Peers
    - Identify contributions of others in collaborative music experiences
  3. Performance Review
    - Evaluate the overall effectiveness of a performance experience
  4. Musical Advocacy: Opportunities and Importance
    - Identify ways to encourage others to experience music
  5. Copyrighting: Who Owns What?
    - Recognize situations in which music has ownership, is copyright-protected, and should be credited
    - Distinguish between common characteristics in music and copyright-protected music
    - Evaluate situations to avoid copyright infringement
  6. Collaboration Is Key
  7. Inspired to Explore Unit Review
    - Review all previous concepts and objectives for Unit 5
  8. Inspired to Explore Unit Test