

Music: Instrumental

Course Syllabus



Supervising Teacher

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Course Description:

Music: Instrumental 9, 10, 11, 12 2 semesters 2 credits Grades 9-12

This course deals with popular, contest, and concert music, exercises for improvement of technical skill in playing an instrument, basic music terminology and theory, basic music history, and listening skills. Each year of involvement brings increased expectations and expertise.

Supplies or Equipment:

Musical instrument and other supplies as necessary.

Supplemental Materials or Software:

Music: An Appreciation I-DEA TOP PICK
An Introduction to Music and Art in the Western World 10th Edition I-DEA TOP PICK
Worlds of Music: An Introduction to the Music of the World's People I-DEA TOP PICK
NPR Listener's Encyclopedia of Classical Music I-DEA TOP PICK
What to Listen for in Music I-DEA TOP PICK (Aaron Copland)
Music Ace Software I-DEA TOP PICK
Music, books and materials as assigned by your private music teacher
And lots of music!!!

End of Course Assessment:

Graded Anchor Assignment Portfolio

The student will get to choose from *specific* standards-based assignments to make up the portfolio. Three assignments need to be completed and turned in (uploaded into Moodle) on time each semester. ***A completed activity/practice/instruction log showing 90 hours of participation must be turned in at the end of each semester*.**

Course Evaluation:

Parent Teacher/Contact Teacher Evaluation:	60%
End of Course Assessment:	15%
Log:	25%

I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code:**

“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”

Grade 9-12 Music Standards

Standard 1: Historical and Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9-12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines. Students identify famous musicians in contemporary society.

- **Goal 1.1: Discuss the historical and cultural contexts of music.**

Identify representative musical works from a variety of cultures and historical periods.

Outline the purpose and function of a particular form of music through history.

Compare and contrast aesthetical aspects of music from different cultural perspectives.

Identify famous musicians in contemporary society.

- **Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.**

Discuss connections between the history of one art form or style and another related art form or style.

Describe similarities among different art forms across cultures.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 9-12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss copyright issues in music. Students develop tools necessary to evaluate musical performances constructively. Students demonstrate proper concert behavior and attire.

- **Goal 2.1: Conduct analyses in music.**

Recognize common themes appearing in music throughout history.

Develop and use music vocabulary to discuss musical forms.

Compare two contrasting musical works.

Discuss the similarities and differences of artistic styles of music performed.

- **Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.**

Discuss the roles of professional and amateur musicians in society.

Explain personal preferences for musical styles and pieces, using proper terminology.

Discuss and demonstrate the importance of proper concert behavior and attire.

Offer an alternative for copyright infringement both for the consumer and the artist.

Develop criteria for high musical quality and apply it to a live musical performance.

Evaluate constructively the quality of one's performance and the performances of others.

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 9-12 perform an individual instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains moderate technical demands, expanded ranges, and varied interpretive requirements. Students articulate a method of consistent and efficient musical practice.

- **Goal 3.1: Utilize concepts essential to music.**

Improvise musical lines using rhythm, melodic embellishments, and harmony.

Perform an appropriate instrumental or vocal part demonstrating accurate counting of rhythms, pitch identification, and symbols for articulation or expression, following the cues from a conductor.

Sight-read simple melodies and rhythms in clefs applicable to the performance medium.

Articulate a method of consistent and efficient musical practice.

- **Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.**

Perform in an ensemble or as a soloist using appropriate musical technique.

Perform in groups blending vocal/instrumental sounds, matching dynamics, breath control, phrasing, and interpretation in response to the conductor.

Interpret/perform a musical selection, respecting the intent of its creator.

- **Goal 3.3: Communicate through music with creative expression.**

Improvise rhythmic and melodic variations on given melodies.

Perform level-appropriate musical works with expression and technical accuracy.

Demonstrate level-appropriate solo and ensemble skills.

Read music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements.