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MUSE 457 - Dr. Gerrity  
Curriculum Project  
12/11/13

## **Curriculum Project Theme Rationale**

### Theme: Anthem

High school students today are strange creatures. More so than middle school students, if they don't find the material to be relevant, engaging, or challenging, their effort and participation will be next to nothing. This age group is more autonomous, confident, and brash than ever before. My strategy is to meet them halfway with material they are familiar with and that they relate to in order to introduce new and expanded concepts and repertoire.

Through the overarching theme of "Anthems", these students will explore and make connections between their own current, personal, and collective culture and cultures of the past and other countries as well. Students this age love to express their opinion and perspective; anthems do just that. Cross-curricular connections to reading, history, and other subjects will be frequently and easily made. Students will decide how to define the term *anthem*, and analyze how this subjective sub-genre has evolved throughout time and amongst groups of people.

Concepts and skills will be introduced through repertoire such as national anthems, Party Rock Anthem, We Are the Champions, global anthems, and student submitted pieces of a celebratory nature. Much of the material will be in the broad pop music genre since that is where the modern interpretation of anthems is occurring and because students relate to this music. This unit will also give students a great opportunity for some self-reflection and character education in deciding what social ideas and perspectives they identify with. This is important for people this age to analyze and the skills they can

develop (writing, speaking, analyzing, synthesizing, evaluating) to communicate their thoughts are also critical to their overall development. This should prove to be very engaging for this age group.

	THEME: Anthem				GRADE: Freshman
WEEK 1	<i>Knowledge/Concepts</i>	<i>Skills</i>	<i>Teaching Strategies</i>	<i>Assessment</i>	<i>Cross-Curricular</i>
<b>Monday</b>	simple vs. compound meter	-listen, analyze, describe -performing on instruments -relation to history & culture	-perception chart -performing a piece on percussion instruments -discussion	-designated student instrumental response to meter identification	-historical discussion
<b>Tuesday</b>	phrase & cadence	-listen, analyze, describe -reading -evaluating	-modeling -problem-based learning	-individual questioning	-symmetry -graphing
<b>Wednesday</b>	major vs. minor scales	-singing -composing	-echoing -solfege	-psychomotor checklist	-history
<b>Thursday</b>	homophonic vs. polyphonic	-listening, analyzing, describing -reading -performing	-perception chart -teaching by rote -interrupted canon	-take home quiz	-historical discussion

# MUSED 457: General Music Curriculum Development Project

2013-2014

<b>Friday</b>	instrumentation & timbre	-evaluating -relation to history & culture -playing instruments	-group work -experimentation/ discovery (found sounds)	-group worksheet	-cultural reading assignment
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	THEME: Anthem				GRADE: Freshman
WEEK 2	<i>Knowledge/Concepts</i>	<i>Skills</i>	<i>Teaching Strategies</i>	<i>Assessment</i>	<i>Cross-Curricular</i>
<b>Monday</b>	how to identify sections and label forms -bar form -song form	-reading -listening, analyzing, describing -singing	-problem-based learning -modeling	-individual worksheet to follow along with throughout the lesson	-poetry (form) -historical discussion
<b>Tuesday</b>	identifying meter mixed meter	-performing on instruments -reading	-follow -quick reaction	-psychomotor checklist	-math (number groupings, patterns)
<b>Wednesday</b>	diatonic and chromatic	-singing -listening, analyzing, describing -relation to history & culture	-solfege -echoing -discussion	summative written quiz	-historical discussion
<b>Thursday</b>	polyphony and counterpoint	-relation to history & culture -listening, analyzing, describing -arranging	-discussion -perception chart	-perception chart	-history video clip

<b>Friday</b>	syncopation and accents	-sight reading -playing instruments	-rhythm syllables -modeling	-take home quiz	-reading assignment
	THEME: Anthem				GRADE: Freshman
<b>WEEK 3</b>	<b><i>Knowledge/Concepts</i></b>	<b><i>Skills</i></b>	<b><i>Teaching Strategies</i></b>	<b><i>Assessment</i></b>	<b><i>Cross-Curricular</i></b>
<b>Monday</b>	more instrumentation & timbre	-evaluating -relation to history & culture	-group work -modeling -follow -perception chart	-group worksheet	-writing assignment
<b>Tuesday</b>	harmonic & melodic minor	-singing -listening, analyzing, describing -composing	-solfege -echoing -discussion	-composed scalar passages	-history
<b>Wednesday</b>	modulation	-listening, analyzing, describing -performing on instruments -reading	-perception chart -problem-based learning	-psychomotor checklist	-history
<b>Thursday</b>	forms in popular genres	-evaluating music -relationships between music -listening	-discussion -lyrics dictation sheet	-individual questioning	-historical discussion

<p><b>Friday</b></p>	<p>music history &amp; pop culture</p>	<ul style="list-style-type: none"> <li>-relation to history &amp; culture</li> <li>-listening, analyzing, describing</li> <li>-playing instruments</li> </ul>	<ul style="list-style-type: none"> <li>-discussion</li> <li>-teaching by rote</li> </ul>	<p>summative writing assignment</p>	<p>-writing assignment</p>
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*Week 1 - Monday*

***Content & Achievement Standards***

- Listening, analyzing, describing
  - analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
- Performing on instruments
  - play by ear simple melodies on a melodic instrument
- Relation to history and culture
  - compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed

***Class Goals & Objectives***

- Introduce the thematic element of the unit, “anthems”, and analyze the text content and cultural function of these pieces
- Enable students to aurally and visually identify the differences between simple and compound meter

***Materials***

- recordings of “The Star Spangled Banner” & “We are the Champions”
- perception chart that addresses the above pieces
- xylophones, metallophones, and unpitched percussion
- assessment worksheet

***Procedures***

1. Students will listen to the Star Spangled Banner and We are the Champions while filling out perception charts
2. Students will provide and discuss their answers and perceptions
3. Students will keep the beat while relistening to each song
4. Students will show the strong beats of each piece while clapping through emphasis
5. Students will discuss the difference between the two pieces in terms of where the strong and weak beats fall and how many of each there are, how the beats are divided, and how time signatures could reflect these elements
6. Students will compare and contrast the concepts of simple and compound meter and their

defining characteristics

(15 minutes)

7. Students will play a highlighted portion of each melody (Champions / Party Rock) on keyboard percussion instruments, in pairs
  - a. First by rote, then with one line arrangement provided
  - b. Non-performing partner will play strong and weak beats with proper emphasis on unpitched percussion instruments
  - c. Non-performing partner will fill out sheet that asks to designate the strong and weak beats and other elements related to simple and compound meter
2. Student pairs will switch roles

(30 minutes)

3. Students will discuss the function and intent of each song in society
4. Students will discover the concept of anthems
5. Students will discuss reasons that songs are designated anthems, why composers produce these pieces, and some other anthems that come to mind

(45 minutes)

### ***Assessment of Goals & Objectives***

- The worksheets that student filled out while they were the non performing partner will serve as today's assessment. It will ask them to show where the strong and weak beats fall in each meter, designate possible time signatures of each meter, and show understanding of how the beat is typically divided in each meter.

### ***Follow-up***

- In the following week, students will revisit these concepts of meter through review, identification in familiar and new contexts, and add on the concept of mixed meter.



## Week 2 - Monday

### ***Content & Achievement Standards***

- Listening, analyzing, describing
  - identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work
  - demonstrate extensive knowledge of the technical vocabulary of music
- Reading
  - demonstrate the ability to read a score by describing how the elements are used
- Singing
  - sing with expression and technical accuracy

### ***Class Goals & Objectives***

- Identify aurally and visually the form of two contrasting pieces (bar form and song form) through singing and reading a score
- sing with confident, full tone and technical accuracy

### ***Materials***

- recordings of “The Star Spangled Banner” & “Party Rock Anthem (clean)”
- score of Star Spangled Banner
- vocal layers arrangement of Party Rock
- assessment worksheet

### ***Procedures***

1. Students will listen to the Star Spangled Banner and Party Rock Anthem and be asked to identify how often they heard the same music and what elements cued them to this identification
2. Students will layout the sections (A,B,C) of each song in order through diagrams on the board
3. Students will discuss how the two are different
4. Students will be introduced to the terms bar form and song form

(15 Minutes)

1. Students will look at a score of the Star Spangled Banner while listening to it and make notes of where they hear the same and different material
2. Students will discuss the musical elements in specific parts that designated the form sections to them with a partner
3. Students will provide measure numbers to the form diagram on the board for the SSB

(30 minutes)

1. Students will sing through portions of Party Rock Anthem and another popular youth anthem of the moment

- a. There will be bass line layers and ostinati patterns to add on as well
  2. Students will identify the song form through lyrical and compositional analysis/discussion
    - a. terms such as verse, refrain/chorus, bridge, intro, etc. will be used and identified
- (45 minutes)

### ***Assessment of Goals & Objectives***

- Students will have had a worksheet the whole time that asked them to fill in the blanks and short answers of what we were discussing throughout the lesson in terms of musical characteristics, content definitions, form diagrams, and personal thoughts.

### ***Follow-up***

- In the following week, students will revisit the concept of form in familiar and new contexts through popular music, and delve into the historical context behind certain form structures.

## *Week 3 - Monday*

### ***Content & Achievement Standards***

- Evaluating

- evaluate a musical work in terms of its aesthetic qualities and explain the musical means it uses (especially timbres) to evoke feelings and emotions
- Relation to history and culture
  - classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
  - identify sources of American music genres, trace their evolution, and cite well-known musicians associated with them

### ***Class Goals & Objectives***

- Allow students to understand how different timbres and instrumentation affect the meaning and intent of a composition and how to make connections from timbres to instruments to styles/genres

### ***Materials***

- listening examples (jazz, rock, electronic, acoustic, country, hip-hop)
- perception and observations chart ^
- group work sheet

### ***Procedures***

1. Students will listen to varied popular music genre excerpts (anthems of each genre) while filling out perception/observation charts that target instrumentation and timbre and emotional effect.
2. Students will discuss their findings and observations
3. Various forms of popular music genre instrumentations will be discussed
4. Students will echo stereotypical vocal stylings that represent different genres
5. Students will create movements that also characterize each of the styles being addressed and demonstrate them in a 'drop the needle' format.

(15 minutes)

1. Students fill out assessment worksheet/writing assignment in small groups that assigns them a popular music style, asks what instruments they would use in a composition in this genre, what characteristic sounds these instruments would contribute that make them appropriate for this style, and some actual pieces that represent these ideas. (technology may be used for research)

(30 minutes)

1. Students will share their findings to the class and we will pull up their examples on the internet to listen to. (45 minutes)

### ***Assessment of Goals & Objectives***

- Students will have a worksheet that they fill out in small groups that assigns them a popular

music style, asks what instruments they would use in a composition in this genre, what characteristic sounds these instruments would contribute that make them appropriate for this style, as well as some representative pieces that demonstrate these ideas. A formal writing approach will be taken to this assessment.

### ***Follow-up***

- In the next unit, we will expand our knowledge of further reaching and more obscure styles and genres and analyze their instrumentation and elements of timbre.

## Writing Assessment

### Prompt:

If a music producer asked you to compile a track list for a benefit album that consisted of 'anthems' (either your own and/or those of others) what pieces would be included? (3 minimum) Why would they be a part of your album? Discuss why you chose your pieces based on their defining musical elements, especially ones we have covered in this unit.

Think about and discuss: instrumentation, timbre, texture, form, tonality, lyrics, melodic/rhythmic/harmonic content, historical/cultural context, etc.

Make sure to tell **how** these elements are incorporated and characterized within the pieces, not that they simply are present.

Identify your selections by their published title and original artist.

Use proper writing form (intro, body, conclusion), provide evidence/support for your judgments and perspectives, stick to one idea per paragraph, follow typical grammar and spelling conventions, etc.

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<b>Musical Elements</b>	No musical elements discussed	Less than 3-9 musical elements discussed, most in fairly accurate detail showing a proficient understanding of the concepts	10 or more musical elements discussed, all in excellent detail showing a distinguished understanding of the concepts
<b>Song examples</b>	No song or artist examples provided	3-5 relevant selections identified as stated in the directions	6+ relevant selections identified as stated in the directions
<b>Writing Structure</b>	Difficult to follow, no support for claims, unfocused purpose, informal writing form	Mostly easy to follow, a few undeveloped ideas, adequate support for claims	Consistent flow, well developed ideas, clearly communicated thoughts, focused purpose
<b>Grammar/ Mechanics</b>	Significant errors in mechanics	Several errors in mechanics, slightly distracting to the reader	No errors in mechanics (spelling, grammar, punctuation, etc.)