

04 - Chapter 19 - Twentieth-Century Classical Music

Content Area: **Music**
Course(s):
Time Period: **Full Year**
Length: **6-8 Weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

Music Appreciation - Grade 8 is a course based on the study of how music influences history, culture and societies around the world. Students explore music from a sociological perspective and trace the history and influence music has on cultures. Students gain a basic knowledge of music notation and develop a vocabulary with which to discuss music elements and characteristics.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- In the 20th Century, composers challenged the theoretical norms of music and developed new compositions techniques.
- World events had an impact on the compositional styles and focus of composers.
- The development of Atonal music questioned the rules of the past.
- Impressionistic compositions paralleled the impressionistic art of the time.
- Avant-garde music was prominent in the 20th Century.
- What made composers questions the music rules of the past?

CONTENT AREA STANDARDS

MU.6-8.1.3A.8.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.6-8.1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
MU.6-8.1.3A.8.Pr4d	Identify and explain how cultural and historical context inform performances and result in different musical effects.
MU.6-8.1.3A.8.Re7c	Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.
MU.6-8.1.3A.8.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music.
MU.6-8.1.3A.8.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

DA.PK.4.4

View dance from other countries and cultures.

LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
AAAA.K-12.2.7.6	Interpret materials related to the arts, such as fine art, music, drama, and film
AAAA.K-12.2.7.9	Identify similarities and differences between cultures and how these affect interpersonal and social relations and adaptation to a new cultural environment
TECH.K-12.1.4.a	know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
TECH.K-12.1.4.d	exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.
TECH.K-12.1.6.b	create original works or responsibly repurpose or remix digital resources into new creations.
TECH.K-12.1.7.c	contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- Atonal music is based on mathematical concepts rather than a tonal center.
- Nationalism and world events shaped the compositions of Europe.
- American composers began to combine music styles to create new musical art forms.
- Music of the 20th century ranged from the complex to the minimalistic.
- World cultural music began to influence music from other countries.

Procedural Knowledge

Students will be able to:

- Compare and contrast musical styles by their characteristic sounds and organization.
- Question what constitutes as a musical performance.
- Compare and contrast dissonance and consonance.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Teacher/Student Conferences
- Portfolios
- Group Projects

Formative Assessments

- Aural and Visual Identification
- Improvisation and Composition
- Class Notes Creation
- Class Discussions
- Student Generated Questioning

Summative Assessments

- Chapter Written Assessment
- Aural Identification
- Short Essay on Concepts

RESOURCES (Instructional, Supplemental, Intervention Materials)

Primary Texts

DeGraffenreid, Fowler, Gerber, and Lawrence. Music! It's Role and Importance in Our Lives. New York: The McGraw-Hill Companies, Inc, 2006.

Technology Aids

- Live Performances for Critique and Understanding - [Youtube](#)
- Interactive Music Theory exercises at [Music Theory. Net](#)

INTERDISCIPLINARY CONNECTIONS

Visual Performing Arts: Music Appreciation

Career Readiness: Applicable career options are discussed as they arise throughout the course

Social Studies: Current Events and Historical Research

Technology/Multimedia: Google and Research Based Writing

English/Language Arts: Implementation of conventions of Standard English

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.