



Fine & Performing Arts Department Curriculum Guide

American Contemporary Music – CP

Course Description
<p>This course is intended for the student who has a general interest in music, but may not be involved in one of the performance ensembles. The course will follow the development of Western music through the birth of American music and then carefully examine the various styles that were indigenous to America. The development of popular music, beginning with the blues and Jazz, continuing through early rock-n-roll, with the British invasion, and popular trends up to today will be explored as well as Musical Theatre and contemporary American music. The students will increase their global awareness through the study of Western and African music and how these traditions gave birth to American music. Through the duration of the course, students will develop skills in critical thinking, communication skills, collaboration, creativity and innovation, and contextual learning; and life skills in accountability, adaptability, personal responsibility, personal productivity, people skills, and self-direction. This course is for students in grades 9-12.</p>
Content Standards
<p>Cluster 1: Creating art with artistic intent. Artistically literate students generate, organize, and refine artistic ideas using a variety of strategies and tools to serve an intended purpose for their artistic work.</p> <p>Practice 1. Generate and conceptualize artistic ideas and work. Through exploration, students generate a wide variety of innovative ideas while expanding the boundaries of connection, style, genre, or medium.</p> <p>Practice 2. Organize and develop artistic ideas and work. Using a myriad of tools (e.g., brainstorm, sketches, outlines), students plan and organize their ideas to best support their artistic intent.</p> <p>Practice 3. Refine and complete artistic work. Through a variety of strategies (e.g., teacher or peer feedback, exploration, research, self-reflection), students conceive and revise their artistic ideas to better express, evoke, or communicate their artistic intent.</p> <p>Cluster 2: Presenting or performing artistic works to evoke, express, or communicate. Artistically literate students share their creations with an audience or viewers to evoke, express, or communicate an intended purpose or meaning. They recognize choices and make improvements within their own work or performance aligned with their artistic intent.</p> <p>Practice 4. Select, analyze, and interpret artistic work for presentation. When performing work written by others, students interpret the creator's script or score to convey the artist's intention. When sharing their own work, students reflect on how their performance or presentation best supports their artistic intent.</p> <p>Practice 5. Develop and refine artistic techniques and work for presentation. Through the practice and development of technical skills, and the refining of details, students polish a work for presentation.</p> <p>Practice 6. Convey meaning through the presentation of artistic work. Through the presentation of an artistic work, students successfully evoke, express, or communicate the artistic intent.</p> <p>Cluster 3: Responding to arts through intellect and emotion. Artistically literate students regularly analyze and evaluate their own and others' works of art, including the work of peers and important artwork from varied historical periods and cultures. These students understand that artistic intent is profoundly intertwined with an artist's cultural milieu, and they use this understanding to guide their own reactions to works of art. Learning to appreciate artistic works is a lifelong cumulative experience. It is fostered through repeated performing, listening, looking, reading, and by pondering questions such as What did the artist mean to convey? Why has this work of art endured? What makes a work of art significant to its time and place?</p> <p>Practice 7. Perceive and analyze artistic work. Through observation of a completed work or exploration of the creative process, students understand how aspects of the artwork, such as the elements and principles of design, support the creator's intent.</p> <p>Practice 8. Interpret intent and meaning in artistic work. Through observation, discussion, or research, students reflect on an artistic work to discern what it evokes, expresses, or communicates to them.</p> <p>Practice 9. Apply criteria to evaluate artistic work. Students evaluate an artwork's effectiveness at evoking, expressing, or communicating artistic intent using either self-, group-, teacher-, or externally created criteria.</p> <p>Cluster 4: Connecting the arts to the self, society, history, culture, and other disciplines and bodies of knowledge. Artistically literate students discern connections between personal, societal, historical, and cultural contexts as well as multi-disciplinary knowledge when they reflect upon, interpret, respond to, and create artwork. These students understand that diverse forces influence how they view their own artwork as well as the art of others.</p> <p>Practice 10. Synthesize and relate knowledge and personal experiences to make art. Students draw from their personal and artistic experiences and their multi-disciplinary knowledge when envisioning and creating original art works that reflect their own artistic identity.</p> <p>Practice 11. Relate artistic ideas and works to societal, historical, and cultural contexts to deepen understanding. Students can articulate how societal, historical, and cultural forces have influenced artistic works, styles and genres, and vice versa.</p>



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Units	Essential Questions	Key Activities May Include:
Listening	<ul style="list-style-type: none"> How do we perceive a piece of music based on the time period in which it was written, as well as its specific instrumentation, style, recording, and production aspects? 	<ul style="list-style-type: none"> Listening to a wide variety of music from multiple time periods and cultures SHMRTFO Analysis
Responding	<ul style="list-style-type: none"> How do we meaningfully write about music that we hear? 	<ul style="list-style-type: none"> Listening Reflections SHMRTFO Analysis Stylistic Flow Charts
Connection	<ul style="list-style-type: none"> How does music connect to other parts of our everyday lives? How does music connect to other arts practices? 	<ul style="list-style-type: none"> Discussions of musical history, styles, composers/songwriters, and performers Exploration of our emotional states, and how music can represent those states
Projects	<ul style="list-style-type: none"> How do we synthesize our knowledge of music in a way that is shareable with others? 	<ul style="list-style-type: none"> Reflection papers Group projects Composer/Songwriter biographies Playlist of my Life Writing Reviews of Songs/Albums