



Fine & Performing Arts Department Curriculum Guide

Partnership in Music – CP

Course Description
<p>Partnership in Music is a collaborative class for students in the general population to teach, and learn with, special needs students. This class will facilitate a positive collaboration between students that focuses on the various aspects of music-making: playing instruments, singing, dancing, composing, and listening to a wide variety of music. Through these collaborations, a wide range of cognitive, emotional, and physical abilities will be developed, as well as positive and rewarding friendships between students. This course is specially designed for students who are interested in a career in music therapy. This course is open to all students in grades 10-12.</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. As artistically literate people, they recognize the powerful influence and impact of the arts on society, history, and culture, as well as their own lives.</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:
Singing	<ul style="list-style-type: none"> How does a singer develop a consistent, pleasing sound? What are the key parts of the body that aid in the creation of musical sound? 	<ul style="list-style-type: none"> Postural Alignment & Body Mapping Respiration, Phonation, Resonance Vocalizes Rounds & Story Songs
Playing Instruments	<ul style="list-style-type: none"> How does an instrumentalist play their instrument? What are the key parts of the body that aid in the creation of musical sound? What different roles can instruments play in music? 	<ul style="list-style-type: none"> Bucket drumming and drumstick technique Use of percussion instruments Boomwhackers Ukuleles
Dancing	<ul style="list-style-type: none"> How does a dancer use their body in time with music? What are the different parts of the body that can be moved in dance? 	<ul style="list-style-type: none"> Physical warm ups Choreographed dances Improv dance parties Scarf movements Free movement
Games	<ul style="list-style-type: none"> How do games demonstrate various skills that we use in music? 	<ul style="list-style-type: none"> Conductor Museum The Wind Blows West Croc-a-dil-i-oso
Improvising	<ul style="list-style-type: none"> How do musicians generate original ideas? 	<ul style="list-style-type: none"> Basic rhythmic/pitch patterns Creating melodies and accompaniments



Units	Essential Questions	Key Activities May Include:
Composing	<ul style="list-style-type: none"> ▪ <i>How do musicians organize their ideas into comprehensive wholes?</i> 	<ul style="list-style-type: none"> ▪ Symbolic compositions ▪ Chrome Music Lab
Leadership	<ul style="list-style-type: none"> ▪ <i>How do leaders organize, communicate with, encourage, and inspire the people they lead?</i> 	<ul style="list-style-type: none"> ▪ Small group collaborations ▪ Organization/leading of activities for the class
Connection	<ul style="list-style-type: none"> ▪ <i>How does music connect to other parts of our everyday lives?</i> ▪ <i>How does music connect to other arts practices?</i> 	<ul style="list-style-type: none"> ▪ Integration of music and art (drawing to music) ▪ Discussions of musical history, styles, composers/songwriters, and performers ▪ Exploration of our emotional states, and how music can represent those states