

CBE

Competency-Based Education

COURSE OUTLINE

COURSE NO.: **52-07-51**

REVISED: March/2004

TITLE: **FINE AND APPLIED ARTS/MUSIC APPRECIATION**

DEPARTMENT: Programs for Older Adults

CREDITS: 0*

HOURS: 60

APPORTIONMENT NO.: 08.082.201

COURSE DESCRIPTION:

This competency-based course explores music history, musical forms, and music elements to promote the understanding of the integral role of music in human life. The students listen to and discuss various types of compositions in order to derive a richer appreciation of music, to express oneself through music and to develop a critical approach to the arts. The course outline integrates the competency-based components with SCANS skills and competencies. Classroom activities that incorporate SCANS are included.

PREREQUISITES:

None

*This is a non-credit course and may be repeated to learn specific competencies.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Division of Adult and Career Education
Instructional and Counseling Services Unit
Adult Curriculum Office
adultinstruction.org

COURSE OUTLINE COMPETENCY-BASED COMPONENTS

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

Location

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

pp. 6-12

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Performance Objectives are sequentially listed in the COMPETENCY-BASED COMPONENTS section of the course outline. Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

INSTRUCTIONAL STRATEGIES

p. 23

Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies for this course are listed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

COURSE OUTLINE COMPETENCY-BASED COMPONENTS (continued)

Course Outline Components Location

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT Cover

The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level. pp. 6-12

Units of study, with approximate hours allotted for each unit are listed in the COMPETENCY AREA STATEMENT(S) of the course outline. The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES p. 23

The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Evaluation procedures are detailed in the TEACHING STRATEGIES AND EVALUATION section of the course outline. Instructor's monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT Cover

After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

ACKNOWLEDGMENTS

Appreciation is expressed to FJAERE NILSSEN-MOONEY, ARLENE TORLUEMKE, and THERESA WILLIAMS for their work in the revision of this course outline.

Thanks to TOM CALDERON for editing and preparing this course outline as competency-based.

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APPROVED:

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Assistant Superintendent
Division of Adult and Career Education

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the Fine and Applied Arts/Music Appreciation Course

| COMPETENCY AREAS AND STATEMENTS | MINIMAL COMPETENCIES |
|--|--|
| <p>A. INTRODUCTION</p> <p>Recognize the scope of music and various ways to appreciate it.</p> <p>(2 hours)</p> | <ol style="list-style-type: none"> 1. Define music to include world music, religious, classical, pop, jazz and musical theater. 1. Define appreciation of a piece of music to include analysis of its musical elements, and its emotional effect on the listener. 1. Discuss the advantages of attending live performances at professional and amateur venues. <p>COMPETENCIES</p> <p>Resources: Allocates Time</p> <p>Interpersonal: Participates as Member of a Team</p> <p>Information: Acquires and Evaluates Information/Interprets and Communicates Information</p> <p>Systems: Understands systems</p> <p>FOUNDATION</p> <p>Basic Skills: Listening/Speaking</p> <p>Thinking Skills: Decision Making</p> <p>Personal Qualities: Sociability/Self-Management</p> |
| <p>B. MUSIC FUNDAMENTALS</p> <p>Describe the basic elements and instrumentation of music.</p> | <ol style="list-style-type: none"> 1. Define and provide examples of: <ol style="list-style-type: none"> a. melody a. harmony a. rhythm 2. Identify the soprano, alto, tenor and bass ranges. 2. List the families of orchestral instruments and identify their sounds: <ol style="list-style-type: none"> a. strings a. brass a. woodwinds a. percussion 4. Discuss the role of the conductor in a variety of musical ensembles: <ol style="list-style-type: none"> a. symphony orchestras a. jazz bands a. chamber music ensembles 5. Describe various ethnic precursors of modern musical instruments and identify their sounds. 5. Describe various modern musical instruments and identify their sounds. |

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| <p>(7 hours)</p> | <p>COMPETENCIES Resources: Time/Human Resources Interpersonal: Participates as Member of a Team Information: Acquires and Evaluates Information/Interprets and Communicates Information Systems: Understands Systems/Monitors and Corrects Performance</p> <p>FOUNDATION Foundation Skills Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/Self-Management/Self-esteem</p> |
| <p>C. MUSICAL FORM</p> <p>Know the forms of various types of musical compositions.</p> <p>(7 hours)</p> | <ol style="list-style-type: none"> 1. Describe and listen to classical instrumental musical forms: <ol style="list-style-type: none"> a. solo a. chamber music a. orchestral music 2. Describe and listen to classical vocal and musical forms: <ol style="list-style-type: none"> a. arias a. cantatas a. masses a. oratorios 2. Describe and listen to examples from opera and ballet. 2. Describe and listen to the 12-bar blues form. 2. Describe and listen to the 32 bar popular music song form. 2. Discuss and listen to examples of Jazz improvisation. <p>COMPETENCIES Resources: Time/Human Resources Interpersonal: Participates as Member of a Team Information: Acquires and Evaluates Information/Interprets and Communicates Information Systems: Understands Systems/Monitors and Corrects Performance</p> <p>FOUNDATION Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/Self-Management/Self-Esteem</p> |

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| <p>D. THE COMPOSER</p> <p>Appreciate the life, times and contributions of the composer.</p> <p>(4 hours)</p> | <ol style="list-style-type: none"> 1. Discuss the chronological life of the composer. 1. Discuss and play examples of the composer's most famous work. 1. Discuss the political and artistic climate during the composer's life. 1. Summarize and discuss the composer's contributions to his/her musical movement. <p>COMPETENCIES Information: Acquires and Evaluates Information/Interprets and Communicates Information Systems: Understands Systems</p> <p>FOUNDATION SKILLS Basic Skills: Reading/Listening/Speaking Thinking Skills: Problem Solving Personal Qualities: Sociability/Self-management</p> |
| <p>E. HISTORY OF MUSIC</p> <p>Survey a brief history of music, and recognize music's relation to social and political history.</p> <p>(4 hours)</p> | <ol style="list-style-type: none"> 1. Identify and listen to examples from the major periods of classical music history. 1. Identify and listen to examples of World or ethnic roots music, and place them in their historical context. 1. Identify and listen to examples of religious music, and place them in their historical context. 1. Identify and listen to examples of popular music, and Jazz and place them in their historical context. <p>COMPETENCIES: Resources: Allocates Time/Human Resources Interpersonal: Participates as Member of Team Information: Acquires and Evaluates Information/Interprets and Communicates Information Systems: Understands Systems/ Monitors and Corrects Performance</p> <p>FOUNDATION SKILLS: Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/Self-Management</p> |

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| <p>F. MUSIC IN CONTEMPORARY LIFE</p> <p>Listen to contemporary music and evaluate its impact on society.</p> <p>(5 hours)</p> | <ol style="list-style-type: none"> 1. Discuss how music is used in advertising and political campaigns, and social change movements. 1. Explain how music is used in theatrical, motion picture and television productions. 1. Discuss the roots of American music, including blues, Jazz, and gospel, and appreciate its role in contemporary music. 1. Describe some Latin American music forms: <ol style="list-style-type: none"> a. Bolero a. Tango a. Mambo a. Bosa Nova a. Salsa 5. Explore rap, new wave, fusion, reggae, and rock music. 5. Explore atonal, minimalist and electronic music. <p>COMPETENCIES: Resources: Allocates Time/Human Resources Interpersonal: Participates as Member of Team Information: Acquires and Evaluates Information/Interprets and Communicates Information Systems: Understands Systems/ Monitors and Corrects Performance</p> <p>FOUNDATION SKILLS: Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/Self-Management</p> |
| <p>F. IMPROVISATIONAL MUSIC</p> <p>Understand how musicians communicate through improvisation.</p> <p>(4 hours)</p> | <ol style="list-style-type: none"> 1. Define improvisation. 1. Describe and listen to examples of cadenza and other improvised elements in classical music. 1. Describe and listen to examples of improvisation in blues, Jazz, gospel, and rock and roll. <p>COMPETENCIES: Resources: Allocates Time/Human Resources Interpersonal: Participates as Member of Team Information: Acquires and Evaluates Information/Interprets and Communicates Information Systems: Understands Systems/ Monitors and Corrects Performance</p> <p>FOUNDATION SKILLS: Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/Self-Management</p> |

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| <p>F. MULTI-CULTURAL MUSIC</p> <p>Cultivate an awareness of multi-cultural musical influences.</p> <p>(6 hours)</p> | <ol style="list-style-type: none"> 1. Discuss and provide examples of multicultural instruments and their sounds. 1. Describe and listen to musical forms found in a variety of cultures, including music of <ol style="list-style-type: none"> a. The Americas a. Africa a. Asia a. Europe a. The Middle East a. Ireland a. Aboriginal a. indigenous peoples 3. Find examples of classical, popular, Jazz and religious music that contain multicultural influences. <p>COMPETENCIES: Resources: Allocates Time/Human Resources Interpersonal: Participates as Member of Team Information: Acquires and Evaluates Information/Interprets and Communicates Information Systems: Understands Systems/ Monitors and Corrects Performance</p> <p>FOUNDATION SKILLS: Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/Self-Management</p> |
| <p>F. MUSICAL SELF-EXPRESSION</p> <p>Learn ways of self-expression through music.</p> | <ol style="list-style-type: none"> 1. Describe how one may appreciate music that may not be a personal preference. 1. Describe personal attitudes about music and its function in your life. 1. Describe the role of music in triggering memories, and share an important association with the class. 1. Participate in music performance, such as rhythmic intoning, singing, dancing, and playing an instrument. 1. Explore avenues of musical self-expression, and share your work with the class. <p>COMPETENCIES: Resources: Allocates Time/Human Resources Interpersonal: Participates as Member of Team Information: Acquires and Evaluates Information/Interprets and Communicates Information Systems: Understands Systems/ Monitors and Corrects Performance</p> |

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| (8 hours) | <p>FOUNDATION SKILLS: Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/Self-Management</p> |
| <p>F. AMERICAN MUSICAL LIFE</p> <p>Survey the history of American music recognizing its many multicultural roots.</p> | <ol style="list-style-type: none"> 1. Compare and contrast the rhythmic and melodic elements of: <ol style="list-style-type: none"> a. Early American Music a. Native American Music a. Colonial Religious Music a. Home Music a. African Oral Traditions 1. Survey the era of "Tin Pan Alley", with a historical overview, examples of Tin Pan Alley songs, and an examination of its multicultural influences. 1. Examine the origin of Jazz. 1. Identify Jazz movements: <ol style="list-style-type: none"> b. Dixieland b. Swing Bands b. Be-Bop b. Hard-Bop 1. Analyze various Jazz compositions in terms of structure, mood and historical content. 1. Review the history of American Musical Theater. 1. Discuss the structure of the musical: <ol style="list-style-type: none"> a. most celebrated plays a. musical theater lyricists a. musical theater composers (e.g. Gershwins, Rodgers and Hart) 8. Examine the African American cultural origin of the Blues. 8. Explore influential blues stylists. 8. Listen to blues music. 8. Discuss the birth of rock and roll. 8. Listen to musical samples of rock and roll. 8. Analyze multicultural influences of rock and roll(e.g. Tin Pan Alley Jazz, the Blues, and songwriters from American Musical Theater. <p>COMPETENCIES: Resources: Allocates Time/Human Resources Interpersonal: Participates as Member of Team Information: Acquires and Evaluates Information/Interprets and Communicates Information Systems: Understands Systems/ Monitors and Corrects Performance</p> <p>FOUNDATION SKILLS: Basic Skills: Listening/Speaking Thinking Skills: Decision Making Personal Qualities: Sociability/Self-Management</p> |
| (8 hours) | |

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| <p>K. MUSIC CRITICISM</p> <p>Understand methods of evaluation that enhance personal appreciation of music.</p> <p>(5 hours)</p> | <ol style="list-style-type: none"> 1. Define music criticism and its intent. 1. Identify methods of critiquing music. 1. Discuss resources for studying music. 1. Discuss a music review taken from a local newspaper or magazine. 1. Discuss how evaluation enhances personal appreciation of a musical work. 1. Listen to study, and discuss a musical composition. <p>COMPETENCIES:</p> <p>Information: Acquires and Evaluates Information/Interprets and Communicates Information</p> <p>Systems: Understands Systems/ Monitors and Corrects Performance</p> <p>FOUNDATION SKILLS:</p> <p>Basic Skills: Listening/Speaking</p> <p>Thinking Skills: Decision Making</p> <p>Personal Qualities: Sociability/Self-Management</p> |
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DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS

- Resources**
- Allocates Time: Selects goal-related tasks; prioritizes tasks; schedules work to meet deadlines.
 - Allocates Money: Uses or prepares budgets; forecasts costs; keeps records to track budget performance.
 - Allocates Material and Facility Resources: Acquires, stores, and distributes materials, supplies, equipment, parts, or products.
 - Allocates Human Resources: Assesses knowledge and skills and distributes work accordingly; evaluates performance; provides feedback.
- Information**
- Acquires and Evaluates Information: Identifies need for data, acquires data or creates data sources, and evaluates relevance of information.
 - Organizes and Maintains Information: Organizes, processes, and maintains written or computerized records; sorts, classifies or reformats information.
 - Interprets and Communicates Information: Selects and analyzes information; communicates the results to others using oral, written, graphic, or multi-media.
 - Uses Computers to Process Information: Uses computers to acquire, analyze, organize, and communicate information, including entering, modifying, storing, retrieving, and verifying data.
- Interpersonal**
- Participates as a Member of a Team: Works cooperatively with others; contributes ideas, suggestions and effort; encourages team members; listens and responds to contributions of others; resolves differences for the benefit of the team; takes responsibility for achieving goals and for doing own share of the work.
 - Teaches Others: Helps others learn by coaching or other means; conveys job information to others; provides constructive feedback.
 - Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations; listens actively to determine needs; communicates in a positive manner; obtains additional resources to satisfy client or customer needs.
 - Exercises Leadership: Communicates to justify a position; encourages, persuades or motivates others; establishes credibility through competence and integrity; takes minority viewpoints into consideration.
 - Negotiates to Arrive at a Decision: Works toward agreement; clarifies problems and resolves conflicts; proposes and examines options; sets realistic goals; resolves divergent interests.
 - Works with Cultural Diversity: Works well with men and women and with a variety of ethnic and social groups; respects the rights of others; bases impressions on individual performance, not on stereotypes.
- Systems**
- Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them; knows who to ask for information and how to get resources.
 - Monitors and Corrects Performance: Monitors how procedures are working; predicts trends; diagnoses problems; takes action to maintain system performance.
 - Improves and Designs Systems: Makes suggestions for improving products or services; recommends alternatives; responsibly challenges the status quo.
- Technology**
- Selects Technology: Chooses procedures, equipment, or computer programs to produce desired results.
 - Applies Technology to Task: Understands purpose and procedures for setting up and operating machines, including computers and their programs.
 - Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers, and other technologies.

***DEFINITIONS of SCANS COMPETENCIES and FOUNDATION SKILLS
(continued)***

Definitions of SCANS Foundation Skills

- Basic Skills**
- Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules – to perform tasks.
 - Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; checks, edits, and revises written material.
 - Arithmetic: Performs computations; uses numerical concepts in practical situations; uses tables, graphs, and diagrams to obtain or convey numerical information.
 - Mathematics: Approaches practical problems by choosing from a variety of mathematical techniques.
 - Listening: Receives, attends to, interprets, and responds to verbal and non-verbal messages.
 - Speaking: Organizes ideas and communicates oral messages appropriately in conversation, discussion, and group presentations; asks questions when needed.
- Thinking Skills**
- Creative Thinking: Uses imagination; combines ideas or information in new ways; reshapes goals in ways that reveal new possibilities.
 - Decision Making: Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
 - Problem Solving: Recognizes that a problem exists, devises and implements a plan to resolve it, evaluates and monitors progress, and revises plan as needed.
 - Seeing Things in the Mind’s Eye: Organizes and processes symbols, pictures, graphs; visualizes outcomes from blueprints, diagrams, flow charts, recipes, etc.
 - Knowing How to Learn: Can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations.
 - Reasoning: Uses underlying principles to solve problems; uses logic to draw conclusions.
- Personal Qualities**
- Responsibility: Works hard to be excellent; sets high standards of attendance, punctuality, enthusiasm, and optimism in approaching tasks.
 - Self-Esteem: Has a positive view of self; knows own skills and abilities; is aware of impact on others.
 - Social: Demonstrates friendliness, adaptability, empathy and politeness; relates well to others; asserts self appropriately; takes an interest in others.
 - Self-Management: Assesses own knowledge, skills, and abilities accurately; sets personal goals; responds to feedback unemotionally; is a “self-starter.”
 - Integrity/Honesty: Can be trusted; recognizes personal and societal values; chooses ethical courses of action.

CBE
Competency-Based Education

CAREER PREPARATION STANDARDS/SCANS SKILLS
for the Fine and Applied Arts/Music Appreciation Course

| CAREER PREPARATION STANDARDS | EXPECTED STUDENT PROFICIENCIES |
|--|---|
| <p>1. PERSONAL SKILLS</p> <p>Understand how personal skill development- including positive attitude, honesty, self-confidence, time management, and other positive traits- affect employability.</p> | <p>1. Demonstrate an understanding of classroom policies and procedures.</p> <p>1. Discuss importance of the following personal skills in the classroom environment:</p> <ul style="list-style-type: none"> a. positive attitude a. self-confidence a. honesty a. perseverance a. self-management/work ethic a. pride in product/work a. dependability <p>3. Establish goals for self-improvement and further education/training.</p> <p>3. Prioritize tasks and meet deadlines.</p> |
| <p>2. INTERPERSONAL SKILLS</p> <p>Understand principles of effective interpersonal skills, including group dynamics, conflict resolution and negotiation.</p> | <p>1. Identify and discuss behaviors of an effective team.</p> <p>1. Explain the central importance of mutual respect in interpersonal relations.</p> <p>1. Discuss and demonstrate strategies for conflict resolution and negotiation, and explain their importance within the classroom and work environment.</p> <p>1. Work cooperatively, share responsibilities, accept supervision and assume leadership roles.</p> <p>1. Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups.</p> |

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| <p>3. THINKING and PROBLEM-SOLVING</p> <p>Understand the importance of good academic skills, critical thinking, and problem solving skills in the workplace.</p> | <ol style="list-style-type: none"> 1. Recognize the importance of good academic skills in information technology and implement a plan for self-improvement as need. 1. Use mathematical concepts in application of skills, techniques and operations. 3. Read, write, and give directions. 3. Exhibit critical and creative thinking skills and logical reasoning skills, and employ these skills for problem solving. <ol style="list-style-type: none"> a. Work as a team member in solving problems. a. Diagnose the problem, its urgency, and its causes. a. Identify alternatives and their consequences. a. Explore possible solutions. a. Compare/contrast the advantages and disadvantages of alternatives. a. Determine appropriate action(s). a. Implement action(s). a. Evaluate results of action(s) taken. |
| <p>4. COMMUNICATION SKILLS</p> <p>Understand principles of effective communication.</p> | <ol style="list-style-type: none"> 1. Present a positive image through verbal and nonverbal communication, and understand the power of body language in communication. 1. Demonstrate active listening through oral and written feedback. 1. Give and receive feedback. |
| <p>5. OCCUPATIONAL SAFETY</p> <p>Understand occupational safety issues, including avoidance of physical hazards.</p> | <ol style="list-style-type: none"> 1. Discuss and implement good safety practices, including the following: <ol style="list-style-type: none"> a. personal a. lab a. fire a. electrical a. equipment |

SAMPLE LESSON PLAN
for the Fine and Applied Arts/Music Appreciation Course

| COMPETENCY AREA AND TOPIC | MINIMAL COMPETENCY |
|---|--|
| <p>B. MUSIC FUNDAMENTALS</p> <p>Describe the basic elements and instrumentation of music.</p> | <p>3. List the families of orchestral instruments and identify their sounds, strings, brass, woodwinds and percussion.</p> |

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| SAMPLE LESSON PLAN |
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| | SCANS FOCUS |
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| <p>LESSON OBJECTIVE: Students will be able to identify at least two instruments from each of the four orchestral groups: brass, percussion, strings and woodwinds.</p> <p>EQUIPMENT AND MATERIALS NEEDED: Cassette or CD player, tapes or CD's with appropriate music photos of instruments.</p> | <p>Competencies: Resources: Time/Human Resources/Materials and Facilities Interpersonal: Participates as Member of a team/Negotiates/Works with Diversity Information: Acquires and Evaluates Information/Organizes and Maintains Information/ Interprets and Communicates Information</p> <p>Foundation Skills: Basic Skills: Reading/Writing/Listening/ Speaking Thinking Skills: Creative Thinking/decision Making/Problem Solving/Seeing Things in the Mind's Eye/ Knowing How to Learn/ Reasoning Personal Qualities: Self-esteem/Sociability/Self-management</p> |

SAMPLE LESSON PLAN
for the Fine and Applied Arts/Music Appreciation Course

| STAGE OF LESSON | LESSON PLAN |
|-----------------------|--|
| WARM UP | <ul style="list-style-type: none"> 1. Students will participate in a brief review of last week's topic: Jazz Improvisation. 1. Teacher will brainstorm with students to determine what they know about 1. Orchestral instruments. |
| INTRODUCTION | <ul style="list-style-type: none"> 1. Teacher will introduce students to today's objective: Learning the four sections of the orchestra. 1. Students will be asked what orchestras they have heard or are familiar with. |
| PRESENTATION | <ul style="list-style-type: none"> 1. Teacher will play a few different selections of orchestral music. 1. Students will be asked to identify as many different instruments as they can. 1. Teacher will lead a discussion on the role each instrument plays in the orchestra. |
| GUIDED PRACTICE | <ul style="list-style-type: none"> 1. Students will look at photos of orchestral instruments and identify them. 1. Students will be asked which part of the orchestra each instrument belongs to. 1. Teacher will ask questions about each instrument, and what role they play in the orchestra. 1. Teacher will play a few orchestral selections and emphasize the role of each instrument. |
| APPLICATION | <ul style="list-style-type: none"> 1. Teacher will assign the following exercise: <i>Listen to an orchestra (live, CD, radio) and practice identifying as many instruments as you can.</i> |
| EVALUATION | <ul style="list-style-type: none"> 1. Students will participate in a short oral quiz (listen to 5 short orchestral music selections. Collectively try to identify the source of the different sounds they hear). |
| EXTENDED PRACTICE | <ul style="list-style-type: none"> 1. Teacher and students will make arrangements to visit a local live orchestra (or view a video of an orchestral performance if the logistics of such a trip are impractical). |

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES

TEXTBOOKS

Crawford, Richard. America's Musical Life, A History. WW Norton and Co., New York, New York, London, 2001.

D'Amante, Elvo S. Music Fundamentals. New York, NY: Rowman and Littlefield, 1994.

Gooding, Phil G. Classical Music The 50 Greatest Composers and their 1,000 Greatest Works. New York, NY: Ballantine Books, 1995.

Jourdain, R. Music. The Brain, and Ecstasy: How Music Captures Our Imagination. Amazon Books, March, 1998.

Judy, Stephanie. Making Music for the Joy of It: Enhancing Creativity Skills and Musical Confidence. Amazon, November, 1990.

Kerman, Joseph and Vivian, and Gary Tomlinson. Listen: Brief Fourth Edition. Amazon, December, 2000.

Machlis, J, and Forney, K. The Enjoyment of Music, 6th edition. New York, NY: William Norton and Co.

Marsalis, Wynton. Marsalis on Music. WW Norton and Co., New York, London, 1995.

Plotkin, Fred. Classical Music 101: A Complete Guide to Learning and Loving Classical Music. Hyperion: New York: 2002.

Rademacher, Johannes. Musical Instruments. Crash Course Series. Barrons, New York, 1997.

Storr, Anthony. Music and the Mind. Amazon, November, 1993.

The New Grove Series: Series of Short Biographies Derived from The New Grove Dictionary of Music Musicians. 2nd Ed; London, England, 2001.

PERIODICALS

78 Quarterly: devoted to 78rpm records and the music that appeared on them with particular emphasis on blues and jazz

All Things Strings: The Website of Strings Magazine. Profiles, reviews, news, and answers to questions on bowed instruments, players, and makers.

Alternate Music Press: multi-media music magazine covering ambient, jazz, classical, world music, fusion, new age, and acoustic music, with reviews, features and news.

Alternate Music Press: multi-media music magazine covering ambient, jazz, classical, world music, fusion, new age, and acoustic music, with reviews, features and news

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SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES
(continued)

Amazing Sounds: Devoted to new age, avant-garde, alternative music

American Songwriter: covers the craft and business of songwriting, with interviews, news and articles and artist information

Andante: Classical music news, reviews, interviews, and streaming concerts.

Arkansas and the Mississippi Delta. Chat, news, reviews.

Artissimo.gr – Articles covering classical music topics, with Mp3s, composer directory and glossary.

Blue Coupe: Offers reviews of pop, jazz, rock, retro and more

Choir and Organ Choir and Organ Classical music magazine—religious, secular, choral—reviews, news, events

Delta Boogie: provides online information about music, art, entertainment in Northeast

Diarchy: co-authored lifestyle zine with music, technology, art, cinema, and literature reviews and articles.

Dirty Linen: A folk and world music magazine, with online version of most recent and back issues, includes gig guide, interviews, reviews, news and features

Early Music News: Promotes the understanding and enjoyment of early music and historically informed performance , experimental jazz and more.

FanFaire: celebrates classical music and opera with feature articles on selected works, artists and performances.

Gallery of Sound: Monthly publication reviewing alternative, pop/rock, jazz, blues, rap, hiphop, with interviews with new musicians

Goldberg: International early-music magazine specializing in the Medieval, Renaissance and Baroque Periods

Goldmine Magazine: Rock, blues, country, and folk news, interviews, discographies, histories, current reviews.

Gramophone: Classical music magazine with monthly reviews and interviews.

Halana: Devoted to the discovery and glorification of meaningful, important and often spiritual music and culture from around the globe

Hollow Ear: magazine of arts, literature and music

Music and Vision: An internet classical music magazine in daily parts.

Music For The Love of It: About making your own music; includes current issue contents, excerpts, subscription information, writers guidelines, workshop listings and more

Music Teacher International: Magazine for school and private music teachers. News, interviews, articles, featured composer, book reviews, online store.

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES (continued)

Music Teacher International: Magazine for school and private music teachers. News, interviews, articles, featured composer, book reviews, online store

Musical Opinion: concert reviews and features on classical music and musicians, including opera, ballet, and contemporary composition

Musician: Covering the art, business, and technology of making music

Paco's Global Village: Online and email magazine of world and roots music artists and events, including interviews of world acoustic and electronic artists reviews.

Rolling Stone Magazine: online version of the popular print magazine, featuring daily news

RootsWorld: world music; roots, folk, the music made by people for people

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Sequenza21: A contemporary classical music weekly publication. Includes news, CD reviews, and interviews with leading conductors and composers

SoundArt: Provides information on concepts of contemporary music in all its forms: avant-garde, classical, electronic, computer, experimental jazz, and more.

Space Age Bachelor: Articles, interviews and reviews for anyone who wants to live in his/her record collection

The Flying Inkpot: Featuring reviews in the areas of theater, cinema, books, television, poetry, and classical music

US Music Vault Online News, interviews, concerts, and more.

West Coast Music Review: An E-Mag with byte. CD reviews, interviews, sound bytes, and photos of artists and bands from all genres of music

MULTI-MEDIA and TECHNOLOGY

PBS SERIES: (on DVD or Video)

American Roots Music

Ken Burns' Jazz

The Blues

RADIO STATIONS:

KPFK: 90.7FM (Global Village; also check Pacifica.org for archives with interviews with great performers and composers of all genres)

KUSC:91.5FM (Commercial-free Classical Music 24/7)

KJAZZ(Formerly KLON) (Commercial-free Jazz and Blues)

KCRW:89.9 (National Public Radio featuring live music, folk, electronica, alternative music, interviews with musicians)

SUGGESTED INSTRUCTIONAL MATERIALS and OTHER RESOURCES
(continued)

RESOURCES

Subject area supervisor

The Museum of Radio and Television: Rodeo Drive, Beverly Hills. Go here to search out Leonard Bernstein's excellent television series for children on An Introduction to Classical Music. Much more available in the television archives .

WEBSITES:

www.ronnieboumusic.com: every topic imaginable regarding music

www.powells.com: another brilliant site with everything musical

www.rottentomatoes.com : all about roots music in America

www.amazon.com : great way to find books on music. Excellent "search" facility.

TEACHING STRATEGIES and EVALUATION

METHODS AND PROCEDURES

- A. Demonstrations
- B. Lecture and discussion
- C. Individualized instruction
- D. Interactive activities
- E. Guest presenters
- F. Multi-sensory presentation
- G. Field trips

EVALUATION

- A. Instructor developed tests based on the competencies in this course outline
- B. Class participation
- C. Self-evaluation

Statement For Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
