PART I – Course Information

Course Type
☑ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☐ No

Course Prefix & Number: MUSI 3306

Texas Common Course Number (TCCN Matrix): 82922

Course Title: Music Appreciation

Course Catalog Description (Copy and paste from online catalog for existing courses):
University Core area IV course; A general survey of music literature designed for the non-music major. Representative composers and their works are studied through recordings, lectures, reports, and live performances. No prerequisite; for non-music majors

Course Prerequisites: none

Available Online?
☑ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year:)
☐ No

Number of Sections to be Offered per Academic Year: 4

Estimated Enrollment per Section: 410

Course Level (freshman, sophomore): Freshman

Designated Contact Person (for follow-up communication purposes): Rebecca Grimes

E-Mail Address: rgg012@shsu.edu

Phone: 294-2314

Approvals

Department Chair: [Signature] 10/5/12

Academic Dean: [Signature] 10/8/12

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: **Creative Arts**

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: This course will focus on the survey of the history of Western music as art and the functions of music within the major time periods of music history: Medieval, Renaissance, Baroque, Classic, 19th Century, 20th Century.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

**Objective/SLO 1:** Students who successfully complete this course will understand and be able to discuss the basic musical forms and terminology needed to examine a broad range of genres and eras of classical music. Students will learn to appreciate creative works of the human imagination as explored through time periods of music history while communicating within the appropriate discourse of the discipline.

How will the objective be addressed (including strategies and techniques)?
Students will develop their knowledge through class discussion, readings, film clips, sound recordings, activities, assignments and lectures.

Describe how the objective will be assessed: Students will be directly assessed on this objective through exams. Students will also be directly assessed through the completion of a concert report, reviewing either a live concert or by viewing a concert on-line. For instance, this question will be asked: “Discuss one piece you heard during the course of the concert. What genre can this be classified as, and from what time period is this composition? Name another musical work we have studied from that time period, and discuss similarities between the two works.” The answers will be graded with a rubric that shows the student includes all needed elements requested.

**Objective/SLO 2:** Students who have successfully completed this course will be able to understand, recognize and discuss primary styles, musical compositions, genres and composers that have a place in the classical musical canon today. Students will be taught to analyze and listen critically to compositions through an aesthetic approach, exploring cultural and artistic changes that govern the stylistic and musical changes seen from the Middle Ages through the 20th Century.
How will the objective be addressed (including strategies and techniques)?
Through textbook readings, class lectures, films, class discussions, sound recordings and live concert attendance, students will gain a broad understanding of how a social group’s aesthetics govern musical and artistic tastes, thus furthering their understanding of musical and historical styles of art.

Describe how the objective will be assessed: Students will be directly assessed through written exams, a concert report that is graded according to a rubric, which is structured to measure student engagement in the analysis of works of art as they are grouped and identified by aesthetic principles governing stylistic characteristics. Students will also be directly assessed through listening quizzes, during which the instructor will play a piece they have studied. They will identify the composer, title, genre and date. The instructor will ask them further questions about the style of the work and they will use critical thinking to link course material to the quiz activity. See attached Rubric.

Objective/SLO 3: Students who successfully complete this course will have a broad understanding and knowledge of the culture of music in the Western Hemisphere, understanding the world of music as a whole, including its past, its changes, and its current state. Students will explore aesthetic judgments and interpretation of musical and cultural meaning of selected musical compositions and historical styles.

How will the objective be addressed (including strategies and techniques)?
Through textbook readings, films, lectures and live concert attendance, students will understand the broad variety of ideas concerning the functions and uses of music and art, and learn about alternative viewpoints across human experiences, specifically, as they have changed historically.

Describe how the objective will be assessed: Students will be directly assessed through exams that focus their knowledge on course objectives. Students will also be directly assessed with listening quizzes that measure their ability to synthesize and interpret works in various musical styles and historical time periods. An example test question would include the following: “What makes Richard Wagner’s music dramas unique in the operatic genre? How is this reflected in the ‘Liebestod’ from ‘Tristan und Isolde’?”

Objective/SLO 4: Students who successfully complete this course will have learned to effectively and creatively communicate about music.

How will the objective be addressed (including strategies and techniques)?
Students who successfully complete this course will have learned effective and creative communication about a variety of styles of music. Students will learn ways to discuss musical issues as well as how to communicate critically about music from the Middle Ages through the Twentieth-Century.

Describe how the objective will be assessed: Students’ abilities will be directly assessed through a concert report assignment that requires critical, creative and innovative thinking, and writing, and is graded according to a rubric. See attached Rubric.
Objective/SLO 5: n/a

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed: 

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s), and how each skill will be assessed. Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including strategies and techniques)?
-Through listening assignments, reading assignments and class discussions, students will be taught to think critically and analytically and to ask appropriate questions about pieces and genres of music. Listening and writing assignments will foster integration and synthesis of knowledge gained in the course, along with the ability to form conclusions and build informed belief systems regarding music and society.

-Students will practice writing analytically and descriptively about music. Students will be required to attend a live musical performance and write personal accounts of their reactions and experiences, using creative thinking in the analysis of these personal experiences. They are encouraged to incorporate vocabulary learned during the semester and to seek guidance from instructors during the process.

- Students will develop skills necessary to aurally identify selected musical styles from different cultures and time periods, and will be able to articulate conclusions about stylistic analysis.

Describe how the skill will be assessed: This skill will be directly assessed through the grading of a concert report according to a rubric, and through embedded questions on exams. An example of a test question that measures critical thinking might include: "Listen to the following Jazz composition. To which style of jazz does this excerpt belong? (Possible answers: A. Swing  B. Be-bop  C. Cool)."

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including strategies and techniques)?
-Students will communicate effectively in written form by detailing their experiences at musical performances; written evaluations and interpretations will include information gathered visually
and aurally during live performances. They will also synthesize, summarize, and evaluate lecture information regarding a particular piece of music in a written report.

-Students will practice listening skills as a foundational and comprehensive component of the course. They will learn to interpret style and artistic expression of ideas through aural means as they develop an understanding of music from various time periods and cultures.

Describe how the skill will be assessed: Students will be directly assessed and graded on their concert reports according to a rubric. Listening skills will be directly assessed through embedded questions on each exam, as students will be asked to listen to musical selections and identify related composers, genres, and time periods. An example question might include: "This excerpt must be an example of which genre? (Possible answers: A. Song B. Symphony C. Chamber Music D. Gregorian Chant)." Students will need to use their aural communication skills to assess the proper stylistic traits that help to identify the genre.

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including strategies and techniques)?

NA

Describe how the skill will be assessed: NA

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including strategies and techniques)?

Students will be required to attend a classical music concert and write a concert report, which will be graded on a rubric. This concert must feature musical ensembles, which the students will be required to analyze in regards to the musicians' use of teamwork in the performance. The students will be required to address each musicians' individual contribution, evaluate constructive team climate during the concert and consider different points of view as it relates to the musical performance.

Describe how the skill will be assessed: Students will be graded on their concert report according to a rubric. See attached Rubric.
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including strategies and techniques)? 

NA

Describe how the skill will be assessed: NA

6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including strategies and techniques)? Students will learn about the role of music in a particular society as they read, listen, and explore ideas such as music of the religious experience, music for mourning, and music for celebration, inspiration and commemoration. Students will learn to embrace their personal role in their own communities and their social responsibilities as members of society, and will be able to engage effectively in regional, national, and global musical communities. Students will demonstrate knowledge of the connectivity that music of the past has with the music that surrounds them in their everyday lives.

Describe how the skill will be assessed: Embedded questions will be used on the exams. Examples include: "If the arts are to thrive in a community, access to those arts must be created for members of society who otherwise have no direct relationship to artistic venues. Describe two ways in which you could positively engage in your community, to further involvement in the musical arts." or, "How do artists and composers deal with the responsibilities of assuming a political role? Dimitri Shostakovich, one of the greatest composers of the 20th century, gave voice to the sufferings and triumphs of the Soviet people in one of the most turbulent and revolutionary periods in history. Discuss the relationship between his music and his social responsibility at that time."

---

**PART V – SHSU Core Curriculum Committee Requirements**

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Listening to Music Part 1 (Syllabus and Course Overview)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Listening to Music Part 2 (Chapters 1-3) Critical: pages 2-7</td>
</tr>
<tr>
<td>Week 3</td>
<td>I Got Rhythm, Melody and Harmony (Chapters 4-6)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Style and Structure (Chapters 6-8); Test #1</td>
</tr>
<tr>
<td>Week 5</td>
<td>The Middle Ages and Renaissance (Chapters 9-12)</td>
</tr>
<tr>
<td>Week 6</td>
<td>It Ain’t Baroque (Chapters 13-14); Test #2</td>
</tr>
<tr>
<td>Week 7</td>
<td>Everything Classical (Chapters 15-17)</td>
</tr>
<tr>
<td>Week 8</td>
<td>Variations on a Theme (Chapters 18-20); Test #3</td>
</tr>
<tr>
<td>Week 9</td>
<td>A Bridge to Somewhere: The Romantics (Chapter 21)</td>
</tr>
<tr>
<td>Week 10</td>
<td>The Art of Song, Ballet and Piano, Part I (Chapters 22-25)</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Week 11</td>
<td>The Art of Song, Ballet and Piano, Part II (Chapters 22-25)</td>
</tr>
<tr>
<td>Week 12</td>
<td>It's Not Over 'til the Phat Lady Sings: Opera (Chapters 26-30)</td>
</tr>
<tr>
<td>Week 13</td>
<td>The Rise of Nationalism in Music (Chapters 31-35): Test #4</td>
</tr>
<tr>
<td>Week 14</td>
<td>Modern and Post-Modern Music (Chapters 36-39)</td>
</tr>
<tr>
<td>Week 15</td>
<td>It's All Jazz to Me: American Traditions (Chapters 40-41): Test #5; Concert Attendance Reports Due</td>
</tr>
</tbody>
</table>

2. Attachments (Syllabus Required)

Syllabus Attached?  ☒ Yes  ☐ No

Other Attached?  ☒ Yes  ☐ No  If yes, specify: Rubric
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

<table>
<thead>
<tr>
<th>Required Skill Objectives</th>
<th>Critical Thinking</th>
<th>Communication</th>
<th>Empirical &amp; Quantitative</th>
<th>Team Work</th>
<th>Social Responsibility</th>
<th>Personal Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language, Philosophy &amp; Culture</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Arts</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American History</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government/Political Science</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
Sam Houston State University - School of Music
Course Syllabus

Course: MUSI 1306 Section 1: Music Appreciation
Semester: Spring Semester, 2012
Classroom: Gaertner Performing Arts Center, Room 130
Meeting Time: Section 01 – Monday, Wednesday, Friday 9:00 – 9:50 a.m.

Professor: Daniel Saenz
Office: MUSIC – 317
Office Hours: By Appointment Only
Adj. Professor of Cello
Phone: (936) 294-1375
Email: danielsaenz@shsu.edu

Required Text

Course Description and Objectives
This course is a general survey of music literature designed for the non-music major. Representative composers and their works from each musical style period are studied through recordings, lectures, reports, and live performances. The central objective of the course is to provide an overview of music history, the technical workings of music, the development of music, the elements of music and facts about music and musicians. The course will require students to engage in active listening and to develop a critical ear when listening to music.

Students who complete the course should:
• Understand and be able to discuss the basic musical forms and terminology needed to examine a broad range of genres and eras of classical music. Students will learn to appreciate creative works of the human imagination as explored through time periods of music history while communicating within the appropriate discourse of the discipline.

• Demonstrate ability to understand, recognize and discuss primary styles, musical compositions, genres and composers that have a place in the classical musical cannon today.

• Have a broad understanding and knowledge of the culture of music in the Western Hemisphere, and understand on a deeper level, with clearer perception, the world of music as a whole, including its past, its changes, and its current state.

• Be able to utilize effective and creative communication about works of art.

*General Comments to the Student
This course is offered as an elective which fulfills the course requirement for a fine arts elective. Some may not completely understand that the course is one in which it is hoped that a broader view of the influences of the world of music is presented as a partial insight into some parts of the cultural life of our world. The course is by no means an “easy A” course. However, it is not a difficult course. Simply, it is one in which attendance, attitude, participation in class, general class work, listening to the CDs and generally being involved in the course in the same way one would be involved in any job in which one would be employed are expectations. You will be able to do the work if you understand this previous statement and commit to its contents. There are no requirements as to the number of As or the number of Fs to be given in this class. You will likely make the choice as to what your grade will be by the level of involvement in the course that you decide to make.
General Information
Textbooks and items needed for taking notes during lectures should be brought to the lectures each class day. Outlines and other pertinent information will be posted on Blackboard prior to each class meeting. VERY IMPORTANT: 1) It is the student’s responsibility to print these items found on Blackboard and bring them to class, 2) students will use the purchased CD’s to prepare for listening examinations, 3) students will need a black three-ring binder (2 inch) in which to take notes, retain class outlines and study guides and other materials related to the class. Students will need to purchase Scantrons for the purpose of using during testing for the course.

Attendance Policy
Three hours of absence (three MWF classes) may be missed without penalty. Unexcused absences beyond three hours will result in a deduction of the Attendance grade. Students are expected to sign in for every class. To be considered present, students must remain in class for the duration of the lecture, unless it is communicated to the instructor otherwise. Absences due to University business should be communicated with a written excuse from the appropriate University official before an absence can be excused.

If you miss a class it is your responsibility to acquire missed information. You will still be required to take a test and/or turn in an assignment on the assigned date even if you have missed the previous class meeting. NO EXCEPTIONS. Assignments or tests missed due to an excused absence must be completed within one week of returning to class. As a courtesy, please communicate all absences via email. A summary of your absences can be made available to you upon request.

IMPORTANT: For clarification, the University catalogue states that in a regular class "A student shall not be penalized for three or fewer hours of absences when examinations or OTHER ASSIGNED CLASSWORK have not been missed; however, at the discretion of the instructor, a student may be penalized for more than three hours of absences." Please know that your grade is figured first from the number of absences and tardies accrued during the semester. Then the student’s coursework is considered and figured into the grade (See Grading Policy below.) Any variation from any policy will have to be, quite naturally, at the discretion of the professor. However, only exceptional situations will be considered.

Blackboard
The professor will use Blackboard as an additional means of communication with students. Grades, notes, projects, outlines and other study materials will be made available to students via Blackboard. Communication with the professor and other students can and should also be made through the Blackboard system. To access Blackboard, students must have a University supplied username. If you do not have this username, please contact Computer Services right away (AB1, 294-1950).

Example of Grading Policy
Tests 50% (100 pts x 5 tests = 500 pts) (including listening)  
Concert Attendance Report 20% (200 pts)  
Attendance 10% (100 pts)  
Final Exam 20% (200 pts)  
Total available points = 1000 pts

A = 900 – 1000  
B = 800 – 899  
C = 700 – 799  
D = 600 – 699  
F = 599 and below
Tests
Five tests will be given during the semester to gauge the comprehension of material. The tests will consist of both a listening section and information recall. No make up tests will only be given. The lowest test score will be dropped.

Quiz
A minimum of four quizzes will be given throughout the semester to check student’s understanding of course material. No make up quizzes will be given. There quizzes do not count for a grade, but are eligible as extra credit points.

Concert Attendance
In order to broaden the student’s exposure to different musical settings, students will attend two (2) concerts during semester. In addition to attending the concert, the student must complete a Concert Attendance Report. During the semester the student will attend one (1) student or faculty recital (sponsored by the SHSU School of Music or an approved alternative), and one (1) recital/concert of your choice. Turn in all Concert Attendance Reports together on or before:

Monday April 30, 2012

Concert dates can be found on the School of Music webpage (www.shsu.edu/music).

Students may attend up to two additional recitals or concerts for extra credit (1 point per concert). Admission to select concerts is $5.00 with a student I.D.

Attendance
Attendance will be determined by the percentage of classes you attend. For example, if you attend 95% of the classes you will receive a grade of 95 for Attendance.

Reminder: Attitude - This issue affects all others at all times. A cooperative, pleasant working relationship is appreciated and expected.

Final Examinations
A final exam will be given during the time assigned by the University. The final exam will consist of the last section of material covered in the course and a cumulative music listening section.

Section 01 Final Exam –

WEDNESDAY May 9, 2012 , 8:00 a.m. – 10:00 a.m. (PAC 130)

2012 Holidays:

March 12-16      Spring Break
April 6          Good Friday
Academic Dishonesty: The Faculty Handbook states that the University expects all students to engage in all academic pursuits in a manner that is above approach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Furthermore, the University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work, which is to be submitted, plagiarism, collusion and the abuse of resource materials. Rules of Conduct: Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and thus, impedes the mission of the university. Please turn off or mute cell phones and/or pagers before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking among each other at inappropriate times, wearing inappropriate clothing or engaging in any other form or distraction action in accordance with university policy.

Student Absences on Religious Holy Days Policy Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take and examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or of the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable time frame in which the missed assignments and/or examinations are to be completed. Americans with Disabilities Act SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center.

Tentative Course Outline

Week One “Listening to Music” Part I (Jan. 18, 20)
  Syllabus
  And Course Overview
Week Two “Listening to Music” Part II (Jan. 23-27)
  Chapters 1-3 CRITICAL: pages 2-7
  Critical: Pages 2-7
Week Three “I Got Rhythm, Melody, and Harmony” (Jan 30-Feb.3)
  Chapters 4-6
  Sept 5 – No Class
Week Four “Style and Structure” (Feb. 6-10)
  Chapters 6-8
  Test #1
Week Five “The Middle Ages and Renaissance” (Feb. 13-17)
  Chapters 9-12
Week Six “If It Ain’t Baroque…” (Feb. 20-24)
  Chapters 13-14
Test #2

Week Seven “Everything Classical” (Feb. 27- Mar. 2)
Chapters 15-17

Week Eight “Variations on a Theme”(Mar. 5-9)
Chapters 18-20
Test #3

Week Nine “A Bridge to Somewhere: The Romantics”(Mar. 19-23)
Chapter 21

Week Ten “The Art of Song, Ballet, and Piano” Part I (Mar. 26-30)
Chapters 22-25

Week Eleven “The Art of Song, Ballet, and Piano” Part II (Apr. 2-4)
Chapters 22-25

Week Twelve “It’s Not Over ‘til the Phat Lady Sings: Opera” (Apr. 9-13)
Chapters 26-30

Week Thirteen “The Rise of Nationalism in Music” (Apr. 16-20)
Test #4
Chapters 31-35

Week Fourteen “Modern and Post-Modern Music” (Apr. 23-27)
Chapters 36 – 39

Week Fifteen “It’s All Jazz to Me” American Traditions (Apr. 30- May 4)

Concert Attendance Reports Due April 30
Chapters 40 - 41
Test #5
Final Exam Review

Week Sixteen (Wednesday May 9 8am)
Final Exam

Some of the Critical Concepts for the Study of Music Appreciation

1. Musical Style pp. 67 – 72

2. Checklist of Musical Style pp. 68, 90, 106, 141, 168, 249, 336, 349, 414,

3. Elements of Music pp. 22 – 67

4. Sonata Allegro Form pp. 192 – 199

5. Form and Structure pp. 61 – 66


6. Instruments/Voices/Families of Instruments pp. 46 - 57
<table>
<thead>
<tr>
<th>Periods</th>
<th>Analyses of Style</th>
<th>Characteristics</th>
<th>Governing those principles</th>
<th>Prizes</th>
<th>Prizes head and piece hand</th>
<th>Audit of aesthetic principles of the style</th>
<th>Characteristics of the style</th>
<th>Understanding of basic demonstrations</th>
<th>Understanding of minimal</th>
<th>Marginal</th>
<th>Basic</th>
<th>Prominent</th>
<th>Distinguished</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(4)</td>
</tr>
</tbody>
</table>

**Object SLT 2 - Analysis of Works of Art**

**Music Appreciation Rubric**

**Concert Attendance Rubric**
<table>
<thead>
<tr>
<th>Score</th>
<th>Distinguished</th>
<th>Proficient</th>
<th>Basic</th>
<th>Marginal</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Effective and Creative Communication About Music**

**Objective/SLO 4**
<table>
<thead>
<tr>
<th><strong>Criteria</strong></th>
<th><strong>Marginal (1)</strong></th>
<th><strong>Basic (2)</strong></th>
<th><strong>Procient (3)</strong></th>
<th><strong>Distinguished (4)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THECB SKILL Objective 4: Teamwork</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Teamwork**
  - Encourages diverse positions of view
  - Recognized the value of cultural diversity
  - Understood the need for respect and cooperation
  - Resolved differences and conflicts
  - Made a musical product

- **Individual Contributions**
  - Evaluated and reflected on their contributions
  - Evaluated and reflected on their roles and responsibilities

- **Product**
  - Musical products based on individual roles
  - Reflection of cultural diversity
  - Individually

- **Focus on the Individual**
  - Individual parts
  - Whole

- **Product**
  - Reflective

- **Musical Product**
  - Individually

- **Cultural Contributions**
  - Consensus

- **Cultural Contributions**
  - Consensus

- **Cultural Contributions**
  - Consensus