

UCONN Early College Experience (ECE) Music Appreciation

(Year 1 of 2-year cycle. Year two will be American Culture and Popular Music)

Course Description

Students enrolled in UCONN ECE Music Appreciation will be participating in a UCONN music course for three college credits. College credit will be awarded by the University of Connecticut upon successful completion of the coursework within the standards established by the UCONN Music Department. Students will receive a transcript that indicates credits earned.

In this course, students explore the development of Western music (Europe and the Americas) for an historical time period spanning more than six hundred years. Coursework includes an analysis of the cultural influences, the trends, and the practices that led to the development of specific musical styles, including key composers and their most influential works. Styles and genres covered will include Classical, Jazz, Electronic, Rock, Opera, and Contemporary. Students will learn important academic vocabulary, develop a resource/catalog of specific compositions from each time period, and demonstrate understanding of the role of music within the larger context of society.

ECE Music coursework emphasizes the importance of personal wellness, creativity, and feeding the soul and spirit through artistic endeavors. In alignment with the school's *Portrait of the Crusader*, students are taught and encouraged to take personal initiative, responsibility, and show resilience with a collaborative spirit. Being actively engaged in listening and discussion with others fosters relationships built upon understanding, compassion, and empathy that will extend beyond their classroom experiences.

Essential Questions

- How can the study of developments in Western music be a means to understanding some of the most important artistic, cultural, and historical processes of humanity?
- What listening skills are necessary to discern the genres and styles of music?
- How can we become familiar with masterworks of the repertoire, developing an understanding of the historical and cultural context that made them possible?
- How do we continue applying these listening and cultural skills to all music in the future, becoming lifelong critical listeners and thinkers?

Curriculum Framework

Unit 1: Listening and Responding to Music (5 Weeks)

Focus Questions

- 1. How does understanding the structure and elements of music inform the individual's response?
- 2. How do we accurately describe and analyze music selections through active listening?

Concepts/Skills:

- Recognize and identify the elements of music through aural recognition: melody, harmony, rhythm, meter, structure, timbre, expression.
- Analyze compositions for specific musical elements to demonstrate depth of musical understanding.
- Explore and discuss how an awareness of these elements enhances the listening experience.
- Research and explain background information about specific composers and their selected repertoires; begin to analyze selected repertoires from an historical perspective.
- Apply evaluative criteria in responding to selected repertoire.

Summative Assessments:

- **Guided Listening Analysis** (formal analysis of selected repertoire): students generate and present a complete analysis of music selections, following specific format and process.
- **Chapter Assessments** and Digital Resources
- **Unit 1 Test:** traditional identification/definition of musical terms, open-ended short essay responses, and recognition and analysis of selected repertoires.

Unit 2 - Music as Commodity and Social Activity (5 weeks)

- How does understanding the structure and context of music inform a response?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Concepts/Skills:

- Provide accurate background information about composers and their selected repertoires from the Middle Ages through the Renaissance.
- Identify key factors and characteristics of sacred and secular music, and describe the development of music through the cultural/historical trends studied in the unit.
- Analyze specific compositions and repertoires including the specifics of musical elements to demonstrate depth of musical understanding.
- Apply evaluative criteria in responding to selected repertoire.

Summative Assessments:

- **Guided Listening Analysis** (formal analysis of selected repertoire): students generate and present a complete analysis of music selections, following specific format and process.
- **Chapter Assessments** and Digital Resources
- **Unit 2 Test:** traditional identification/definition of musical terms, open-ended short essay responses, and recognition and analysis of selected repertoire examples.

Unit 3 - Music as Exploration and Drama (8 weeks)

- In what ways can response to music be informed by analyzing context (social, cultural, and historical) and in what ways do creators and performers manipulate the elements of music?
- How are personal evaluations of musical work(s) and performance(s) informed by analysis, interpretation, and established criteria?

Concepts/Skills:

- Provide accurate background information about composers and selected repertoire from the Baroque Era.
- Identify key factors and characteristics of sacred and secular music, specific to the development of opera, oratorio, and cantata.
- Describe the role and contributions of women composers during the 17th Century.
- Identify and analyze significant cultural/historical/scientific developments that lead to major shifts in instrumental music during the Baroque Era.
- Develop and share deeper musical insights; analyze specific compositions and repertoires including the specifics of musical elements to demonstrate depth of musical understanding.
- Apply evaluative criteria in responding to selected repertoire.

Summative Assessments:

- **Guided Listening Analysis** (formal analysis of selected repertoire): students generate and present a complete analysis of music selections, following specific format and process.
- **Chapter Assessments** and Digital Resources
- **Unit 3 Test:** traditional identification/definition of musical terms, open-ended short essay responses, and recognition and analysis of selected repertoire examples.

Unit 4 - Music as Order and Logic (6 weeks)

- In what ways can response to music be informed by analyzing context (social, cultural, and historical) and in what ways do creators and performers manipulate the elements of music?
- In what ways does music reflect and convey cultural and political characteristics of society?

Concepts/Skills:

- Provide accurate background information about composers and selected repertoire from 18th Century Classicism.
- Identify key factors and characteristics of major forms of music, including chamber music, symphony, opera, sonata, and concerto.

- Analyze significant factors and characteristics of late Classicism that lead to the transition into early Romanticism.
- Develop and share deeper musical insights; analyze specific compositions and repertoires including the specifics of musical elements to demonstrate depth of musical understanding.
- Apply evaluative criteria in responding to selected repertoire.

Summative Assessments:

- **Guided Listening Analysis** (formal analysis of selected repertoire): students generate and present a complete analysis of music selections, following specific format and process.
- **Chapter Assessments** and Digital Resources
- **Unit 4 Test:** traditional identification/definition of musical terms, open-ended short essay responses, and recognition and analysis of selected repertoire examples.

Unit 5 - Music as Passion and Individualism (6 weeks)

- In what ways can response to music be informed by analyzing context (social, cultural, and historical) and in what ways do creators and performers manipulate the elements of music?
- In what ways does music reflect and convey cultural and political characteristics of society?

Concepts/Skills:

- Provide accurate background information about composers and selected repertoire from 19th Century Romanticism.
- Identify key factors and expansion of major forms of music, including chamber music, symphony, opera, keyboard music, Lied, and “popular” song; ballet and dance styles.
- Examine and explain the multitude and immense variety of nationalities, personalities, and styles of composers throughout the 19th Century.
- Describe and discuss the concept of “virtuosity” and its emergence during 19th Century Romanticism

Summative Assessments:

- **Guided Listening Analysis** (formal analysis of selected repertoire): students generate and present a complete analysis of music selections, following specific format and process.
- **Chapter Assessments** and Digital Resources
- **Unit 5 Test:** traditional identification/definition of musical terms, open-ended short essay responses, and recognition and analysis of selected repertoire examples.

Unit 6 - Making Music Modern (5 weeks)

- In what ways can response to music be informed by analyzing context (social, cultural, and historical) and in what ways do creators and performers manipulate the elements of music?
- What is the enduring impact of technological advances on music and its availability/accessibility for society as a whole?

Concepts/Skills:

- Provide accurate background information about composers and selected repertoire from 20th Modernism.
- Analyze key factors and technological developments that influence musical trends throughout the 20th Century.
- Examine and explain the importance and role of Jazz and Blues traditions.
- Examine and provide insights into enduring forms of music including opera, symphony, and sacred styles; nationalism and neo-classicism.

Summative Assessments:

- **Guided Listening Analysis** (formal analysis of selected repertoire): students generate and present a complete analysis of music selections, following specific format and process.
- **Chapter Assessments** and Digital Resources
- **Unit 6 Test:** traditional identification/definition of musical terms, open-ended short essay responses, and recognition and analysis of selected repertoire examples.

Unit 7 - Postmodernism (3 weeks)

- What is the enduring impact of technological advances on music and its availability/accessibility for society as a whole?
- What does it mean to live in a “postmodern” society?

Concepts/Skills:

- Provide accurate background information about composers and selected repertoire from the late 20th Century to present-day.
- Identify key factors and technological developments that influence musical trends throughout the 21st Century.
- Analyze and explain the impact of mainstream, alternative, and social media sources on postmodern music.
- Connect and compare enduring forms of music including opera and symphony to their modern counterparts within film scores and musical theater.

Summative Assessments:

- **Guided Listening Analysis** (formal analysis of selected repertoire): students generate and present a complete analysis of music selections, following specific format and process.
- **Chapter Assessments** and Digital Resources
- **Unit 7 Test:** traditional identification/definition of musical terms, open-ended short essay responses, and recognition and analysis of selected repertoire examples.

Final Course Assessments:

- Comprehensive Final Exam (Units 1-7)
- Formal Critique - writing a performance review

Resources:

- *The Enjoyment of Music (Fourney; 13th Edition); this includes textbook and online materials/resources*

Grading

- Tests/Content Mastery 50%
- Quizzes/Analysis 40%
- Classwork/Engagement 10%