

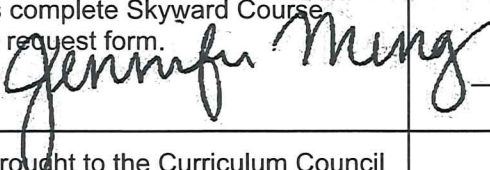




## Process for New Course Offering - All Schools

*This form is to be completed for a course that has never been approved by the Curriculum Council.*

<b>STEP ONE:</b> Requesting professional (teacher/counselor) completes the written request.	
<b>STEP TWO:</b> Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<b>Recommended / Not Recommended</b>  <hr/> Department Chair / Date 11/5/24 <hr/> Date of Department Mtg.
<b>STEP THREE:</b> Request is sent to the Head Principal for consideration.	<b>Recommended / Not Recommended</b>  11-5-24 <hr/> Head Principal Signature / Date
<b>STEP FOUR:</b> Counselors complete Skyward Course Information on the written request form.	<b>Skyward Course Information Completed</b>  Summer Miles <hr/> Department Chair
<b>STEP FIVE:</b> Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<b>Recommended / Not Recommended**</b>  11-12-24 <hr/> Curriculum Council Chair Signature / Date
<b>STEP SIX:</b> Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<b>Recommended / Not Recommended</b>  11-12-24 <hr/> Asst./Deputy Superintendent Signature / Date
<b>STEP SEVEN:</b> Request is presented to BOE for approval	<b>Approved / Not Approved</b>
<b>STEP EIGHT:</b> If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<hr/> Date Zendesk Submitted <hr/> Date Forms Delivered
<b>STEP NINE:</b> GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<hr/> <b>Date Changes Complete</b> <input type="checkbox"/> <b>Forms Returned to Office of Curriculum &amp; Instruction</b>

**\*\*Course Not Approved (Notes from Curriculum Council):**

**ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.**

## Request for New Course Offering - All Schools

<b>BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR</b>	
Professional Submitting Request: Summer Miller  Department of Submission: Music  Date Completed by Professional: 9/17/2024	Building Submitting Request: Garden City High School  Date Submitted to Department Chair: 9/17/2024
Course Name: Eclectic String Orchestra (ESO, for short)	<b>SKYWARD INFORMATION:</b> Short description of course (15 characters) <i>prints on transcripts</i> Eclec String Orch  Long description of course (30 characters) Eclectic String Orchestra  Students must be concurrently enrolled in their regular orchestra class (9th Gr: Freshman; 10th Gr: Philharmonic; 11th/12th Gr: Symphonic/Chamber). Students must have 3-4 years previous experience in orchestra. This semester long, non-auditioned class is designed from 9th, 10th, 11th, and 12th grade orchestra students who jus love to play their violin, viola, cello, or bass. Music will be chosen based on the level of the ensemble.
Kansas Course Code (KCCMS): <u>05104</u>	
Please attach the following: <input type="checkbox"/> Standards/Course Objectives <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased <u>for additional credit to be offered?</u> <input checked="" type="checkbox"/> YES* <input type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost.</i> <i>**If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i>  Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
<b>List any pre-requisite courses:</b> 6-8th Orchestra <b>Concurrent enrollment in their regular orchestra class:</b> 9th Gr: Freshman; 10th Gr: Philharmonic; 11th/12th Gr: Symphonic/Chamber	<b>Indicate the following:</b> <input type="checkbox"/> Required Course <input checked="" type="checkbox"/> Elective Course  <input type="checkbox"/> Either (depends on grad reqs)
<b>BELOW TO BE COMPLETED BY COUNSELOR</b>	
<b>Course Length:</b> <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters  <b>Credit to be Earned:</b> <u>.5</u>	<b>NOTES:</b>

Is this a dual credit course? YES / NO

Is this a GCCC course? YES/NO

Number of USD 457 Credits: \_\_\_\_\_ (3 GCCC credit hours = 0.5 credit at USD 457)

GPA Set:  normal  indexed

Skyward Filter:

LA  OC  FA  MA  SS  PE

SCI  CO  GE  FL  STEM

**\*TECHNOLOGY ON BACK**

**BELOW TO BE COMPLETED BY TECHNOLOGY**

KCCMS Mapping Confirmed

Skyward Updates including any Course Code Assigned → \_\_\_\_\_

Grad Requirements & Filtering Confirmed

GCHS Registrar/Counseling Department Notified of Completion

Forms Returned to Office of Curriculum & Instruction

**ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.**

## State Course Codes

### High School

#### Subject Area 05: Fine and Performing Arts (secondary)

#### Music

General Band courses develop students' technique for playing brass, woodwind, and percussion instruments and cover a variety of nonspecified band literature styles (concert, marching, orchestral, and modern styles).

#### 05102 - Concert Band

Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances.

#### 05103 - Marching Band

Courses in Marching Band are intended to develop students' technique for playing brass, woodwind, and percussion instruments and cover appropriate band literature styles, primarily for marching performances.

#### 05104 - Orchestra

Orchestra courses are designed to develop students' abilities to play brass, woodwind, percussion, and string instruments, covering a variety of string and orchestral literature styles.

#### 05105 - Contemporary Band

Contemporary Band courses help students develop their techniques for playing brass, woodwind, percussion, and string instruments, as well as guitars and keyboards, focusing primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation, and rock.

#### 05106 - Instrumental Ensembles

Instrumental Ensemble courses are intended to develop students' technique for playing brass, woodwind, percussion, and/or string instruments in small ensemble groups. Instrumental Ensemble courses cover one or more instrumental ensemble or band literature styles.

#### 05107 - Piano

Piano courses introduce students to the fundamentals of music and basic keyboard techniques such as scales, chords, and melodic lines. These courses may also include more advanced keyboard techniques.

#### 05108 - Guitar

Guitar courses introduce students to the fundamentals of music and guitar-playing techniques, such as strumming and chords. These courses may also include more advanced guitar-playing techniques.

## State Course Codes

### High School

#### Subject Area 05: Fine and Performing Arts (secondary)

#### Music

##### **05109 - Individual Technique—Instrumental Music**

Individual Technique—Instrumental Music courses provide individuals with instruction in instrumental techniques. These courses may be conducted on either an individual or small group basis.

##### **05110 - Chorus**

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts.

##### **05111 - Vocal Ensembles**

Vocal Ensemble courses are intended to develop vocal techniques and the ability to sing parts in small ensemble or madrigal groups. Course goals may include the development of solo singing ability and may emphasize one or several ensemble literature styles.

##### **05112 - Individual Technique—Vocal Music**

Individual Technique—Vocal Music courses provide instruction in and encourage the development of vocal techniques (including aural development) other than the ability to sing in groups. These courses may be conducted on either an individual or small group basis.

##### **05113 - Music Theory**

Music Theory courses provide students with an understanding of the fundamentals of music and include one or more of the following topics: composition, arrangement, analysis, aural development, and sight reading.

##### **05114 - AP Music Theory**

AP Music Theory courses are designed to be the equivalent of a first-year music theory college course as specified by the College Board. AP Music Theory develops students' understanding of musical structure and compositional procedures. Usually intended for students who already possess performance-level skills, AP Music Theory courses extend and build upon students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and the ways they interact in a composition. Musical notation, analysis, composition, and aural skills are important components of the course.

##### **05115 - IB Music**

IB Music courses prepare students to take the International Baccalaureate Music exam at either the Subsidiary or Higher level. IB Music courses develop students' knowledge and understanding of music through training in musical skills (listening, performing, and composing); exposure to music theory; and formulation of an historic and global awareness of musical forms and styles. Historical, theoretical, and practical studies are suggested by the IB Curriculum Board.

## State Course Codes

### High School

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#### Subject Area 05: Fine and Performing Arts (secondary)

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#### Music

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##### **05116 - Music History/Appreciation**

Music History/Appreciation courses survey different musical styles and periods with the intent of increasing students' enjoyment of musical styles and/or developing their artistic or technical judgment. Music History/Appreciation courses may also focus on developing an understanding of a particular style or period.

##### **05117 - Music History**

Similar in nature to Music History/Appreciation courses, Music History courses focus specifically on the history of music.

##### **05118 - Music Appreciation**

Similar in nature to Music History/Appreciation courses, Music Appreciation courses focus specifically on students' appreciation of music. They are designed to help students explore the world of music and to develop an understanding of the importance of music in their lives.

##### **05119 - Composition/Songwriting**

Composition/Songwriting courses prepare students to express themselves through creating music. These courses may use conventional or nonconventional notation and may include harmonization in addition to melody writing. Along with musical instruments, students may also use computers for creating music.

##### **05147 - Music—Independent Study**

Music—Independent Study courses, often conducted with instructors, professional musicians, or voice coaches as mentors, enable students to explore music-related topics. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills.

##### **05148 - Music—Workplace Experience**

Music—Workplace Experience courses provide students with work experience in a field related to music. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

##### **05149 - Music—Other**

Other Music courses.

## State Course Codes

### High School

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#### Subject Area 05: Fine and Performing Arts (secondary)

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##### Visual Arts

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###### **05151 - Art Appreciation**

Art Appreciation courses introduce students to the many forms of art and help them form an aesthetic framework through which they can judge and critique art of various ages and cultures. These courses also explore the place and significance of art in our society.

###### **05152 - Art History**

Art History courses introduce students to significant works of art, artists, and artistic movements that have shaped the art world and have influenced or reflected periods of history. These courses often emphasize the evolution of art forms, techniques, symbols, and themes.

###### **05153 - AP Art—History of Art**

Designed to parallel college-level Art History courses, AP Art—History of Art courses provide the opportunity for students to critically examine architecture, sculpture, painting, and other art forms within their historical and cultural contexts. In covering the art of several centuries (not necessarily in chronological order), students learn to identify different styles, techniques, and influences and to formulate and articulate their reactions to various kinds of artwork.

###### **05154 - Creative Art—Comprehensive**

Creative Art—Comprehensive courses provide students with the knowledge and opportunity to explore an art form and to create individual works of art. These courses may also provide a discussion and exploration of career opportunities in the art world. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although Creative Art courses focus on creation, they may also include the study of major artists, art movements, and styles.

###### **05155 - Creative Art—Drawing/Painting**

Creative Art—Drawing/Painting courses cover the same topics as Creative Art—Comprehensive courses, but focus on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

###### **05156 - Creative Art—Drawing**

Creative Art—Drawing courses cover the same topics as Creative Art—Drawing/Painting, but focus on drawing. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, and so on), but some courses may focus on only one medium.

## State Course Codes

### High School

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#### Subject Area 05: Fine and Performing Arts (secondary)

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##### Visual Arts

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##### **05157 - Creative Art—Painting**

Creative Art—Painting courses cover the same topics as Creative Art—Drawing/Painting, but focus on painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

##### **05158 - Creative Art—Sculpture**

Creative Art—Sculpture courses cover the same topics as Creative Art—Comprehensive courses, but focus on creating three-dimensional works. Students typically work with several media (such as clay, ceramics, wood, metals, textiles, and so on), but some courses may focus on only one medium.

##### **05159 - Ceramics/Pottery**

Ceramics/Pottery courses cover the same topics as Creative Art—Comprehensive courses, but focus on creating three-dimensional works out of clay and ceramic material. Particular attention is paid to the characteristics of the raw materials, their transformation under heat, and the various methods used to create and finish objects.

##### **05160 - Printmaking/Graphics**

Printmaking/Graphics courses cover the same topics as Creative Art—Comprehensive courses, but focus on design principles, printmaking, and graphic design.

##### **05161 - Printmaking**

Printmaking courses introduce students to a variety of printmaking techniques using processes such as relief printing (monoprint, collograph block); intaglio (etching and engraving); and perigraphy (silkscreen films, stencils, block-out). These courses emphasize design elements and principles and introduce art criticism as applied to fine art prints. Lessons may also include the historical development of printmaking in Western and non-Western cultures.

##### **05162 - Graphic Design II**

Course emphasizes applying artistic techniques, tools, and principles of design to effectively communicate ideas and information through digital and printed media. Topics covered may include concept design, layout, visual communication, and image generation, all using a variety of traditional and digital mediums, techniques, tools, and software's.



## State Course Codes

### High School

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#### Subject Area 05: Fine and Performing Arts (secondary)

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##### Visual Arts

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###### **05163 - Advertising Design**

Advertising Design courses relate and apply creative expression and design principles to the field of advertising and commercial art. The courses offer practical experiences in generating original ideas, executing layouts, and preparing artwork for reproduction. Advertising Design courses may also provide a historical and contemporary view of art as students learn to critique work.

###### **05164 - Textiles**

Textiles courses teach the same lessons as Creative Art—Comprehensive courses, but do so with a focus on textiles. These courses may survey a wide range of crafts and art forms using textiles, or they may focus on only one type of art form; possibilities include weaving, macramé, quilting, batik, stitchery, and so on.

###### **05165 - Crafts**

Crafts courses teach the same lessons as Creative Art—Comprehensive courses, but do so with a focus on crafts. These courses may survey a wide range of crafts, or they may focus on only one type of craft; possibilities include calligraphy, quilting, silk-screening, cake-decorating, tole-painting, maskmaking, knitting, crocheting, paper-making, and so on.

###### **05166 - Jewelry**

Jewelry courses apply art and design principles to the creation of jewelry. Typically, students explore using various media, such as ceramic, papier-mâché, glass, plastic, copper-enameled, brass, and silver. Course topics include exposure to jewelry of diverse world cultures and the history of jewelry design. Some Jewelry courses may concentrate on metalwork processes such as brazing, soldering, casting, welding, riveting, and finishing as they relate to the creation of jewelry.

###### **05167 - Photography**

Photography courses expose students to the materials, processes, and artistic techniques of taking artistic photographs. Students learn about the operation of a camera, composition, lighting techniques, depth of field, filters, camera angles, and film development. The course may cover black-and-white photography, color photography, or both. As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. These courses may also cover major photographers, art movements, and styles.

## State Course Codes

### High School

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#### Subject Area 05: Fine and Performing Arts (secondary)

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##### Visual Arts

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###### **05168 - Film/Videotape**

Film/Videotape courses expose students to the materials, processes, and artistic techniques involved in film, television, or videotape. Students learn about the operation of a camera, lighting techniques, camera angles, depth of field, composition, storyboarding, sound capture, and editing techniques. Course topics may also include production values and various styles of filmmaking (documentary, storytelling, news magazines, animation, and so on). As students advance, the instruction becomes more refined, and students are encouraged to develop their own artistic style. Students may also study major filmmakers, cinematographers, and their films and learn about film, television, and video and their relationships to drama and theater.

###### **05169 - Computer-Assisted Art**

Computer-Assisted Art courses enable students to discover and explore how the computer can be used to create or to assist in producing various forms of artwork. Computer-Assisted Art courses provide the opportunity to become more adept in both the art form and in the use of the computer.

###### **05170 - Art Portfolio**

Art Portfolio courses offer students the opportunity to create a professional body of work that reflects their personal style and talent. Students are often encouraged to display their work publicly.

###### **05171 - AP Studio Art—General Portfolio**

Designed for students with a serious interest in art, AP Studio Art—General Portfolio courses enable students to refine their skills and create artistic works to be submitted to the College Board for evaluation. Given the nature of the AP evaluation, the courses typically emphasize quality of work, attention to and exploration of a particular visual interest or problem, and breadth of experience in the formal, technical, and expressive aspects of the student's art. AP Studio Art—General Portfolio evaluations require submission of artwork exemplifying talent in drawing, color organization, design, and sculpture.

###### **05172 - AP Studio Art—Drawing Portfolio**

AP Drawing is designed for students with a professional or academic interest in the art of drawing. These courses focus on a variety of concepts and approaches in drawing, enabling students to demonstrate a depth of knowledge of the processes, and a range of abilities, and versatility with media, technique, problem solving, and scope. They can demonstrate such conceptual variety through either the use of one or the use of several media. These courses enable students to refine their skills and create artistic works to submit via portfolio to the College Board for evaluation.

## State Course Codes

### High School

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#### Subject Area 05: Fine and Performing Arts (secondary)

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##### Visual Arts

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###### **05173 - IB Art/Design**

IB Art/Design courses prepare students to take the International Baccalaureate Art/Design exams at either the Subsidiary or Higher level. IB Art/Design courses help develop students' aesthetic and creative faculties, offer training in awareness and criticism of art, and enable students to create quality works of art of their own. Students perform both studio and research work; the research component is designed to investigate particular topics or concepts of interest in further detail.

###### **05174 - AP 2D Art and Design**

AP 2-D Art and Design courses are designed for students with a professional or academic interest in two-dimensional art. These courses focus on a variety of concepts and approaches in drawing and 2-D design, enabling students to demonstrate a range of abilities and versatility with media, technique, problem solving, and scope. Such conceptual variety can be demonstrated through the use of one or several media. Students refine their skills and create artistic works to submit via a portfolio to the College Board for evaluation.

###### **05175 - AP 3-D Art and Design**

AP 3-D Art and Design courses are designed for students with a professional or academic interest in three-dimensional art. These courses focus on a variety of concepts and approaches in 3-D design and creation, enabling students to demonstrate a range of abilities and versatility with media, technique, problem solving, and scope. They can demonstrate such conceptual variety through the use of one or several media. Students refine their skills and create artistic works to submit via portfolio to the College Board for evaluation.

###### **05197 - Visual Arts—Independent Study**

Visual Art—Independent Study courses, often conducted with instructors or professional artists as mentors, enable students to explore a particular art form or topic. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills.

###### **05198 - Visual Arts—Workplace Experience**

Visual Arts—Workplace Experience courses provide students with work experience in a field related to visual arts. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

###### **05199 - Visual Arts—Other**

Other Visual Arts courses.

## State Course Codes

### High School

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#### Subject Area 05: Fine and Performing Arts (secondary)

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##### All Others

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##### **05201 - Integrated Fine Arts**

Integrated Fine Arts courses explore self-expression across the fine arts: any subset or all of the visual arts, music, drama, theater, and literature may be included in the curriculum for these courses. Students both study and critique the works of others and participate in or produce art themselves. These courses often include comparative study of various art forms over time (i.e., the interrelationship of literature, music, and the performing arts of a particular time period and culture).

##### **05995 - Fine and Performing Art—Aide**

Fine and Performing Arts—Aide courses offer students the opportunity to assist instructors in preparing, organizing, or delivering course curricula. Students may provide tutorial or instructional assistance to other students.

##### **05997 - Fine and Performing Art—Independent Study**

Fine and Performing Art—Independent Study courses, often conducted with instructors or professional artists as mentors, enable students to explore a particular art form. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic of in greater detail, or to develop more advanced skill.

##### **05998 - Fine and Performing Art—Workplace Experience**

Fine and Performing Art—Workplace Experience courses provide students with work experience in a field related to the fine and performing arts. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

##### **05999 - Fine and Performing Art—Other**

Other Fine and Performing Art courses.

# **Eclectic String Orchestra Syllabus**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**

# **JAZZ/BLUES/SWING UNIT**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**

# **R&B/HIP HOP/REGGAE UNIT**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**

# **MARIACHI UNIT**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**



# **INTERNAT'L MUSIC/FOLK MUSIC UNIT**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**

# **AMERICAN & CELTIC FIDDLE MUSIC UNIT**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**

# **ROCK-N-ROLL/BOOGIE WOOGIE UNIT**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**

# **MUSICALS/SHOWTUNES/FILM SCORING UNIT**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**