

New Fairfield Public Schools

New Course Proposal

Directions:

Before completing this form, please discuss this proposal with the appropriate administrator(s) in your school. Complete this proposal form thoroughly, and attach any supporting documentation that would help the Board of Education's Curriculum Sub-Committee understand this proposal better. Be sure that you adhere to all deadlines, and be certain to acquire all required signatures. To ensure that a course can be properly planned for, if it is intended for a coming school year, please complete it by October 31. All other proposals can be forwarded at any time of the year.

Course Being Proposed ECE Popular Music and Diversity in American Society

Proposal submitted by Andrew Gadwah and James D'Amico

School New Fairfield High School

1. Indicate the department/grade level in which this course/program will run.

Music Department/ Grades 9-12

2. Please indicate if the new course or instructional program is a semester long or year long, and indicate the applicable grade levels. Please indicate the course level if applicable.

ECE Popular Music and Diversity in American Society will be a semester-long course open to all high school students in grades 10-12 beginning with the 2022-2023 school year.

3. Please give the rationale for this proposal, and include its relationship to the past, current and future development of curricular offerings in New Fairfield.

This course fills multiple important needs at New Fairfield High School. It is important for the school to have expanded options for students in music, even if they do not play a musical instrument. This offering creates an additional opportunity for students to meet their arts requirement for graduation.

This course also represents the high school's goal to provide opportunities to earn college credit beyond AP courses. UConn ECE courses provide students with UConn credits and a UConn transcript, augmenting their college applications and offering a rigorous experience while in high school. This course is also an important piece of our school's college and career pathways programming. Students will earn credit for UConn's **MUSIC 1003: Popular Music and Diversity in American Society** course.

4. Please indicate the target population for this proposal.

This course is designed for students who have an interest in music and the essential role that music plays in American society. It is appropriate for both students who participate in musical ensembles and those who do not.

5. Please explain if this course or instructional program is an addition or a replacement for an existing course or program.

This course is an addition to the existing offerings within the music department.

6. List any prerequisites for this course or instructional program.

Students must be in tenth grade or higher, as the level of coursework is commensurate with earning college credit, and the faculty feels that having at least one year of high school studies completed will provide the best preparation for students. There are no other course prerequisites.

7. Please write a short description of the new course or instructional program that would be suitable for the high school *Program of Studies* or for a curriculum document.

ECE Popular Music and Diversity in American Society is an introduction to popular music and diversity in America: jazz, blues, Top-40 pop, rock, hip-hop, and other genres. This course examines American popular music within the historical and social context of 20th Century and contemporary American society.

This course will encourage you to think critically and creatively about popular music in relation to topics of diversity. We will study significant styles of American popular music, with a focus on select songs that exemplify their respective genres, and explore several recurring themes throughout the course, including:

- the role of popular music as it relates to race, ethnicity, gender, social class, generation, etc.
- the interaction of European American, African American, and Latin American traditions
- the influence of mass media and technology

8. Please list the long-term course or program goals that define the broad outcomes that this course or program seeks to help students achieve.

The course is intended to enhance students' enjoyment and understanding of the music they already know, as well as to introduce them to less familiar styles and genres. Students will develop critical listening skills and become more informed consumers of popular music.

9. Please indicate what topics, units, or material will be used to meet the long-term goals listed above. What assessment strategies will be used in this course or program? What are the unique components of this course or program content that make it a worthwhile addition for our students?

Learning methods will include classroom lectures and discussion, critical reading of primary sources representing diverse experiences, critical listening to audio and video recordings and other projects designed to share learning, complement and enrich the in-class experiences.

Students must take the UConn exam to receive college credit for the course.

10. Please enumerate the resources – both human and financial – that you anticipate will be needed to develop this course or program correctly. What impact would this proposal have on scheduling, staffing, and resources? Consider training, equipment and space needs.

This course will not require any special facilities or spaces, as it could be taught in a music room, or even a general use classroom if needed. Training and professional development are provided through the University of Connecticut, generally at no or low-cost to the school. As we re-imagine our music offerings to be accessible by a greater number of students, this course will complement our goals of offering semester-long classes with broad appeal and reduce the number of periods devoted to the concert choir and symphonic band, which are currently spread out over up to three periods. By using our human resources more effectively, we are able to expand our offerings with this course.

11. If this course will require a textbook, what is the title and cost estimate of a likely text?

The anticipated texts for this course are:

American Popular Music: From Minstrelsy to MP3, 6th Edition, by Larry Starr; Christopher Waterman with Brad Osborn. Oxford University Press. The approximate cost of this book is \$115.

The Pop, Rock, and Soul Reader: Histories and Debates 4th Edition, by David Brackett. Oxford University Press. The approximate cost of this book is \$50.

These titles have been included in the NFHS 2022-23 budget request to the Superintendent for up to 20 students.

12. What impact will this course/program proposal have upon other courses/programs currently being offered in the district?

This course will augment the program of the entire school by offering students a course that examines the contributions of Americans from different backgrounds to popular music. This course lends itself to collaborative projects with courses in social studies, English, and theater. We anticipate that this course will also generate interest in music classes from students who may not have considered musical studies as a part of their high school program, and that will also potentially generate interest in music technology courses.

4. Please indicate the target population for this proposal.

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- the interaction of European American, African American, and Latin American traditions
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Signatures of those making this proposal:

Teacher

Date

Department Chair (if applicable)

Date



Principal

11/17/21

Date



Assistant Superintendent

11/17/21

Date