

Music in Our Lives at City Honors School

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Room 112

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Music in Our Lives (MIOL) is a full year course that meets one period per day. MIOL may be used to satisfy the Arts Requirement for the New York State Regents Diploma. MIOL is open as an elective to all City Honors School students in grades 10 through 12.

Standards

MIOL at City Honors School is aligned with the Common Core Learning Standards with guidance from the IB Middle Years Program, National Association for Music Education (NafME) New York State Education Department, the New York State School Music Association (NYSSMA), and the Buffalo Public Schools Music Supervisor.

The National Standards for Music Education are especially applicable to MIOL curriculum.

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Improvising melodies, variations, and accompaniments.
4. Composing and arranging music within specified guidelines.
5. Reading and notating music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts, and disciplines outside the arts.
9. Understanding music in relation to history and culture.

Rationale

The fields of musical artistry, craft, and scholarship have developed continuously throughout human history. Music has essential roles in most aspects of all cultures. Music exists as an evolving social construct between groups of people. But music is also a highly personal and individual experience. For these reasons, each year the MIOL instructor modifies the course content to best fit the strengths, interests and cultural backgrounds of individual students and the class as a social learning group.

Students will be actively engaged in challenges of increasing complexity that:

- are relevant to the real world
- prepare them for college and careers
- will help them successfully relate to cultures other than their own
- require them to manage and assess their own skill building and scaffolding
- emphasis the acquisition of deep expertise in several specific, yet diverse, modes of musical knowledge; rather than a broad survey of knowledge.

Syllabus

- Tonal Melody in Standard Notation and Solfège
 - Students will become fluent in the basic harmonic vocabulary of the Common Practice era and will become skilled in the representation of major mode melody using standard notation on treble and bass clefs.
 - This knowledge area will inform students' facility with contrasting music, such as popular styles and music from non-western cultures. As students approach higher levels of complexity in this section of the course, they will be able to apply skills, patterns and perceptions elsewhere in the MIOL course such as vocal and instrumental performance, digital production, and cross-cultural understanding.
 - Students will learn standard music notation and become fluent in movable root solfège solemnization of the major mode in stepwise diatonic melodies in one and two parts.
- Harmonic Progression
 - Synthesize the I V vi IV chord progression in all 12 major keys.
 - Develop an aural and written familiarity with harmonic progressions that are associated with various genres, styles and moods.
- Instrumental Study
 - Students will study the methods and performance practice of a chordal social instrument, the ukulele.
 - Ukulele studies will be closely aligned with elements of Tonal Harmony and Repertoire.
 - Students will:
 - Adopt a comfortable playing posture with correct hand and wrist placement based on pedagogic principles of classical guitar practice.
 - Learn two transposable forms of the major scale to an interval of m10.
 - Fluently play four didactic scale patterns.
 - Learn melodies from standard notation within the range of the instrument and perform as a duet.
 - Use an understanding of tonal harmony and the layout of the fingerboard to construct any major or minor chord.
 - Perform the I V vi IV chord progression in all 12 major keys according to a proficiency rubric.
- Vocal Anatomy
 - Students will define components of human vocal anatomy and understand the mechanisms of vocal sound production, including vocal faults and pathology.
- Vocal Styles
 - Students will survey various contemporary and historical vocal styles and develop criteria for the consideration of the voice as an artistic instrument for communication and expression.

- Major Artists – Music Cultures Familiarization
 - Students will develop an understanding of history, culture, artistry, technology and music careers through the in-depth study of major artists such as.
 - Esperanza Spalding – bassist, singer, composer
 - Yo-Yo Ma 1. . . . – cellist, composer
 - Leonard Cohen – singer/songwriter, poet, novelist
 - Music based on the poetry of Walt Whitman
 - Music of selected North American native cultures
 - Music of selected cultures of the African continent
 - Music of South Indian cultures
 - Music of selected Asian and Indonesian cultures
- Audio Production and Music Technology
 - Students will use available classroom technology to develop skills in studio and live production, editing and composition and relate those experiences to contemporary careers.

Grading

Tonal Melody in Standard Notation and Solfège	8%
Harmonic Progression	8%
Instrumental Study	50%
Vocal Anatomy	8%
Vocal Styles	8%
Major Artists – Music Cultures Familiarization	8%
Audio Production and Music Technology	8%

Students will receive formal Progress Reports or Quarterly Grades every five weeks with a breakdown of their performance in the four graded participatory categories.

Academic credit requires

- **accountable attendance** for all music classes (individual)
- **physical preparation** for all attended music classes (individual)
 - prompt reporting – appropriate management of personal affects during transition
 - safe and efficient handling of all classroom materials as prescribed
- **mental focus** during all music activities (class, small group and individual)
 - professionalism in manner and conduct
 - active participation during discussion through sustained sensory direction, professionally communicative posture, meaningful verbal contribution of ideas, and voluntary contribution in activity or discussion facilitation.
- **artistic intent** during all music activities (class, small group and individual)
 - demonstration of a serious and meaningful artistic sensibility with an emphasis on creative exploration.

Students will receive verbal counsel and support on a daily basis whenever their overall full active participation falls below an “A-”

An “A” level numeric scale grade will be assigned quarterly for students who demonstrate the following characteristics in their work:

- Always prepared for class at the start of class.
- Always maintains awareness in the classroom and uses deliberate, intentional, precise, and meaningful movements for all organizational tasks and routines.
- Frequently offers effective assistance to fellow classmates.
- Typically applies mental focus, artistic intent and a helpful attitude toward collaboration with peers in all music making activities.

A “B” level numeric scale grade will be assigned quarterly for students who demonstrate the following characteristics in their work:

- Sometimes prepared for class at the start of class.
- Sometimes maintains awareness in the classroom and uses deliberate, intentional, precise, and meaningful movements for organizational tasks and routines.
- Sometimes offers effective assistance to fellow classmates.
- Sometimes applies mental focus, artistic intent and a helpful attitude toward collaboration with peers in music making activities.

A “C” level numeric scale grade will be assigned quarterly for students who demonstrate the following characteristics in their work

- Usually not prepared for class at the start of class.
- Typically does not maintain awareness in the classroom and does not use deliberate, intentional, precise, and meaningful movements for organizational tasks and routines.
- Rarely offers effective assistance to fellow classmates.
- Often does not apply mental focus, artistic intent or a helpful attitude toward collaboration with peers in all music making activities.

Materials

Materials issued for classroom use:

- 1 chair
- 1 mechanical pencil (expendable)
- 1 clipboard
- 1 folder
- 1 Lanikai LU22CGC Concert Soprano Ukulele or equivalent
- 1 guitar pick
- 1 Standard Notation reference (laminated)
- 1 Fingerboard reference (laminated)

Outside materials and food are prohibited in the music classroom.