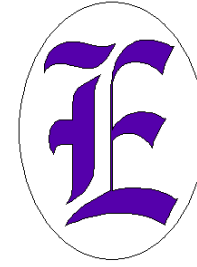


Ephrata High School  
Course Syllabus

Music Perspectives  
Course #5655



### *I. Course Description*

Music Perspectives is a non-performance class for non-musicians as well as musicians. Students will explore different genres, time periods and tastes in music by listening to, analyzing, and making sense of selected musical examples. Classical, folk, rock, jazz, and blues are just a few of the styles that will be covered.

### *II. Materials & Equipment*

Students will utilize the textbook *Music! It's Role and Importance in Our Lives*, c. 2000, Glencoe McGraw-Hill. CDs, videos, worksheets, handouts, and printed tests to accompany the series will be used in class. Students are required to keep an organized notebook of all handouts, assignments and notes from class. Additional musical and video examples from outside sources may also be consulted.

### *III. Course Goals & Objectives*

- To assist students to respond emotionally and intelligently to a wide range of music representative of many styles and cultures
- To assist students to understand the social uses of music and to value music accordingly
- To assist students to recognize music as an important marker of its time and culture
- To assist students to develop knowledge and understanding of, and respect for, superlative human musical achievements
- To assist students to acquire an overview of their own musical heritage and learn why music is an essential ingredient of all human cultures

### *IV. Course Topics (Summary Outline)*

The units of study may include, but are not limited to:

1. The meaning behind music in our own culture and its role in your life  
(What does music mean to you? Why do you listen to certain types of music and not others?)
2. How other cultures use music for a variety of purposes  
(How do other cultures use music for celebration, condolences, to mark important events?)
3. How we perceive and categorize musical sounds  
(How do we recognize and categorize musical sounds?)

4. Virtuoso performers and the standards they set  
(What is a virtuoso and what qualities do you recognize to classify a performer as a virtuoso?)
5. Making music alone and together and the creation of musical texture  
(What are the differences between making music alone and with others? What is musical texture and how is it created?)
6. External and internal aspects of music and how it moves you – the power of emotion in music  
(What are external and internal aspects of music? How does music move emotion in you? Why?)
7. How composers bring order to music  
(What is the process a composer goes through to compose a piece of music? What is order in music?)
8. How composers combine musical elements to express the range of emotions of love  
(How do composers combine musical elements to create songs that express the emotion of love? How do these songs compare over the years?)
9. Music and religious influences  
(How is music connected to religion? Is music influenced by religion or is religion influenced by music and why?)
10. Music and the moods and occasions for human celebrations  
(How is music part of human celebrations?)
11. Music and condolences in death  
(How is music a part of death in different cultures?)
12. Becoming engaged in the creative musical process  
(What is involved in the creative musical process?)
13. Effective musical communicators of America  
(What qualities do great American composers have in common?)
14. Musical Theater  
(What is musical theater? What effects has it had on American music?)
15. Understanding and enjoying opera  
(What is opera? How can a person learn to enjoy opera?)
16. Music and its role in film and drama  
(What role does music have in film and drama?)
17. Music of our generation  
(What defines the music of a generation?)
18. Music of previous generations (Renaissance, Baroque, Classical, Romantic, Twentieth Century)  
(What are the characteristics of music of each of the stylistic time periods?)
19. Jazz and how to recognize it when you hear it  
(What defines jazz style and how do you know when you hear it?)
20. Comparing folk, popular, and classical styles  
(What does folk music, popular music, and classical music have in common? How are they different?)
21. Styles influencing other styles  
(How do styles influence other styles?)
22. How music is a unique record of humankind  
(How does music help to record events of humankind?)

### *V. Assignments & Grading*

Students are expected to:

- Participate in pre- and post- tests for each unit of study
- Participate meaningfully in classroom discussions and activities
- Complete assignments, in-class work, and homework as assigned
- Take quizzes/Tests when given
- Keep a neatly organized notebook of all handouts and worksheets
- Keep an open-minded attitude when exposed to various genres and types of music
- Listen to everything and make judgments about certain examples of music only after you understand the music and have given it a chance
- You are not expected to like everything you hear in class!