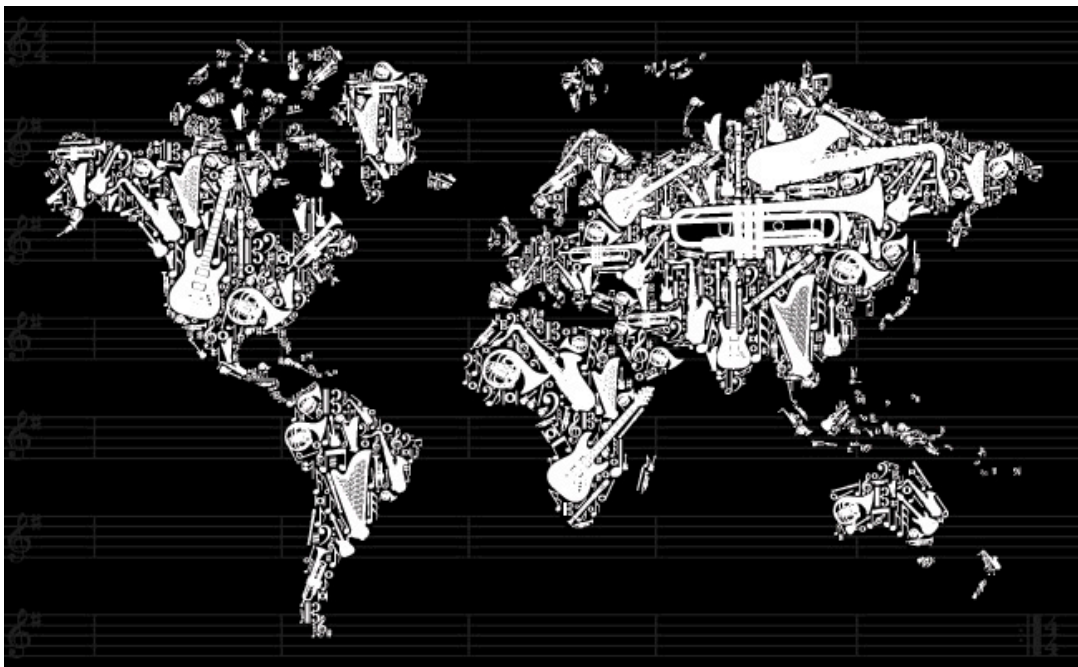


World Music

essential understanding

Students will develop a greater understanding of the diverse styles and traditions of music through out different regions of the world



overview

This course is a survey of the music and music cultures of the world, focusing on music other than those of the Western European tradition. This course will serve as an introduction to the discipline of ethnomusicology, the study of music in the context of culture. By investigating the music of a variety of the world's cultures, and how particular music both reflect and shape the cultures of which they are a part, students will have opportunities to reflect upon views of the world that may be different than their own. In order to experience this melding of music with everyday life, opportunities will be afforded for not only listening to and learning about music, but also for making music in class, from group singing to playing a variety of rhythm instruments.

World Music

Guiding Question 1: What is music, anyways?

lessons

_____ The elements of organized sound

_____ Musical Instruments

_____ Introduction to ethnomusicology

group work

_____ Students may choose to complete the music elements or music instruments project as a group assignment with Mr. Boyd's approval

individual work

Due date September 7, 2016

_____ Students will create a project in which they define and give an example of the musical elements listed below. Students will choose 2 songs to clearly exemplify each element of music. Students must find their example song pieces outside of the Western music tradition.

Elements of music: rhythm, harmony, melody, dynamics, texture, form, tone color

Due date September 14, 2016

_____ Students will create a project in which they focus on a category of music instruments. Within their project students will find 5 songs that display their instrument. Students will then create a sound project (song) that focuses on their chose category of instruments.

Music Instrument categories: Idiophones, Membranophones, Aerophones, Chordophones, Electronophones, the Voice

Due date September 21, 2016

_____ Students will describe and analyze their own musical preferences and connect it to their culture. How did your cultural upbringing shape your musical preferences? When does your culture listen to music? In what setting? What place does music play within your cultural

up bring? Students may choose to present their project as a song, visual art piece, poem, story or other creative medium.

assessment

Due date September 21, 2016

_____ Song Analysis- Students will analyze a song of non-Western tradition and describe it based on three categories

1. The elements of the song (ex. rhythm, harmony, melody, dynamics, texture, form, tone color)
2. The musical instruments within the song
3. The cultural and social aspects of the song and artists

Students may choose to present their song analysis as an audio piece, a visual piece or another creative medium.

