

A. Course Information

Grade Level: 11-12

Length of Course: one year

Type: College Prep. This course counts toward meeting the Oxnard Union High School District's Visual and Performing Arts graduation requirement. This course has been approved by UC for satisfying the "f" visual and performing arts category of course admission requirements.

Recommendation for Enrollment: College prep level course open to all students. Student must have completed first semester World Music A prior to taking World Music B.

B. Brief Description of the Course:

This course emphasizes the study of music throughout the world including the music of North America, Africa, India, Asia, Indonesia, Latin America and Mexico. Students will develop critical thinking, analytical, and listening skills in studying the development of non-western music including each cultures music history, theory, structure, form, and unique style. This course will provide the student with the necessary foundation in understanding artistic perception, creative expression, historical and cultural contexts, aesthetic valuing and connecting past musical genres to the present.

C. Board-adopted Textbook:

Titon. Worlds of Music (Copyright 2005/Second Edition/ShorterVersion). Thomson Schirmer Publishing. Adopted 2007.

D. Supplementary Instructional Materials:

Items listed below are commonly used as supplementary materials and are coordinated with the adopted course objectives:

1. Sheet music
2. CD's
3. Video tapes/DVD's
4. Library resources
5. Music journals
6. Field trips
7. Guest speakers

8. Educator designed supplementary material

E. Brief Outline of Course Content:

Unit 1: The Music-Culture as a World of Music

1. Introduction to world music and the culture of music
2. Music or Nonmusic?
 - a. sound production
3. Patterns in music
 - a. rhythm
 - b. meter
 - c. melody
 - d. harmony
4. A music culture performance model
 - a. performers vs. audience
5. Overview of a music-culture
 - a. music and the belief system
 - b. aesthetics of music
 - c. repertoires of music
 - d. material culture of music
6. Ecological Worlds of Music

Unit 2: Music of North America/Native America

1. Music of the Sioux
2. Music of the Zuni
3. Music of the Iroquois
4. Music of the Navajo
5. The Native American Flute Revival

Unit 3: North America/ Northwest Coast

1. Tribes of the Northwest Coast
 - a. Kwakiutl (central)
 - b. Nootka (southern)
 - c. Tlingit, Haida (northern)
2. Potlatch ceremony/totem poles
3. Music
 - a. rudimentary part sing
 - b. ownership of songs
4. Music of the Inuit

Unit 4: Music of Africa (Ewe, Mande, Dagbamba, Shona, BaAka)

1. Agbekor: Music and Dance of the Ewe People
 - a. background of the Ewe people
 - b. performance
 - c. music of the drum ensemble
2. Mande *Jaliya*: “Lambango”

- a. historical and social background
- b. music culture
- c. elements of performance
- 3. A Drummer of Dagbon
 - a. the drums
 - b. praise name dance
 - c. life story of Abubakari Lunna
- 4. Shona *Mbira* Music
 - a. culture context
 - b. the *Mbira*
 - c. “Nhemamuasa”
- 5. The BaAka People Singing: “Makala”
 - a. three images of the forest people
 - b. “Makala”

Unit 5: Music of North America/ Africa American Music

- 1. Folk music
- 2. Music of worship
- 3. Music of work
- 4. Music of play
- 5. Jazz
 - a. Eras
 - 1. swing
 - 2. bop/bebop
 - 3. cool jazz
 - b. Influential artists
- 6. Blues
 - a. historical background
 - b. life story of Bill Lucas
 - c. form of blues (scale and composition)
 - d. social context and meaning
 - e. blues today
- 7. Avant-Garde/Free jazz
 - a. historical background
 - b. influence of Miles Davis
 - c. influence of Charles Mingus
- 8. 20th century Contemporary Jazz/Electronic Age
 - a. historical background
 - b. Chick Corea
 - c. Herbie Hancock
 - d. Bill Evans

Unit 6: East Asia/ Japan

- 1. General Characteristics of Japanese traditional music
 - a. pitch/scales
 - b. timbre

- c. melody and harmony
- d. rhythm
- e. form
- 2. The *Shakuhachi* (bamboo flute)
- 3. The *Kouta* (short song) and *Shamisen* (Lute)
- 4. Folk song
- 5. Popular music
 - a. historical background
 - b. drum ensemble (*Taiko*)

Unit 7: India/ South India

- 1. Culture, history and politics
- 2. India's Classical music
 - a. the sound world
 - b. the ensemble and musical texture
 - c. *raga* (melodic system)
 - d. *melakarta* system
 - e. *tala* (time)
 - f. the drummers art form
- 3. Indian Music and the West

Unit 8: Asia and Indonesia

- 1. Central Java
 - a. Gamelan
 - 1. Construction
 - 2. Identity
 - 3. Performance
 - 4. Music
 - b. Irâmâ Level
 - c. Gamelan Music and Shadow Puppetry
- 2. Bali
- 3. Popular Music

Unit 9: Latin America/ Chile, Bolivia, Ecuador Peru

- 1. Chilean *Nueva Canción*
- 2. Bolivian *K'antu*
- 3. The Quichua of the Northern Andes of Ecuador
- 4. African-Ecuadorian Music of the Chota River Valley
- 5. Afro-Peruvian Music
- 6. Despedida, or Farewell

Unit 10: Mexico

- 1. History of Mexican music
 - a. background and development
- 2. Styles
 - a. *Jarocho*

- 1. State of Veracruz
- b. *Huasteco*
 - 1. State of San Luis Potosi
- c. Mariachi
 - 1. State of Jalisco
 - 2. State Michoacan
- 3. Instruments
 - a. *Jarocho*
 - 1. harp, jarana, requinto jarocho
 - b. *Huasteco*
 - 1. guitar, violin, requinto, huasteco
 - c. Mariachi
 - 1. violin, trumpet, guitarron, vihuela, guitar

F. Content Standards for World Music A & B:

1. The student will demonstrate an acceptable level of understanding of the following key concepts:

Standard I - Artistic Perception: Processing, analyzing, and responding to sensory information through the language and skills unique to music.

- a. The student will recognize, describe, analyze, discuss, and write about musical expressive devices through aural examples within various cultures of non-western music.
- b. The student will recognize, describe, analyze, discuss, and write about musical terminology (including pitch, rhythm, dynamics, melody, harmony, etc.) through aural examples within various cultures of non-western music.
- c. The student will identify, describe, analyze, discuss and write about compositional devices and techniques through aural examples within various cultures of non-western music.
- d. The student will identify, describe, analyze, discuss and write about musical forms through aural examples within various cultures of non-western music.
- e. The student will recognize, identify and describe various musical instruments in relation to their musical families.

Standard II -Creative Expression: Creating, Performing, and Participating in Music

- a. The student will perform on an instrument in small ensemble(s) demonstrating melodic, rhythmic, and/or harmonic understanding of various non-western musical genres.

- b. The student will compose a small arrangement(s) of music using melodic, rhythmic and/or harmonic in relation to various non-western musical genres.

Standard III - Historical and Cultural Context: Understanding the historical contributions and cultural dimensions of music

- a. The student will identify, analyze, compare, and/or contrast various non-western music and related composers within those world cultures.
- b. The student will identify and explain the roles of musicians and composers identifying their role and influence within various non-western music.
- c. The student will identify, analyze, describe and classify various non-western musical cultures through written and aural examples.

Standard IV - Aesthetic Valuing: Responding to, analyzing, and making judgments about works of music.

- a. The student will develop critical evaluation skills evaluating compositions within non-western music.
- b. The student will analyze, describe and explain responses to specific musical works in relation to non-western music.
- c. The student will describe and explain how to create and evoke emotions within non-western musical compositions.
- d. The student will attend live concert performance(s) evaluating musical elements and aesthetic qualities to the performance(s).

Standard V - Connections, Relations, Applications: Connecting and applying what is learned in music to learning in other art forms, subject areas and to careers.

- a. The student will evaluate, analyze and assess music in connection to visual art in relation to various non-western music.
- b. The student will discuss, analyze and explore careers within music and the music industry.
- c. The student will integrate and connect musical knowledge to other subject areas.

2. Preparation for the *High School Exit Exam*

- a. The California language arts standards for grades 11-12 will be taught and reinforced in a manner appropriate for this course. The student will be expected to develop proficiency toward mastery of these standards:

READING

1.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.3 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes.

Narrative Analysis of Grade-Level-Appropriate Text

2.1 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

WRITING

1.0 Writing Strategies

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

Organization and Focus

1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.

1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purposes.

1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.

1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.

1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

Research and Technology

1.8 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

2.0 Writing Applications (Genres and Their Characteristics)

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

1.0 Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions.

1.1 Demonstrate control of grammar, diction and paragraph and sentence structure and an understanding of English usage.

1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.

1.3 Reflect appropriate manuscript requirements in writing.

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

Organization and Delivery of Oral Communication

1.1 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

1.4 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

1.5 Use effective and interesting language, including:

- a. Informal expressions for effect
- b. Standard American English for clarity
- c. Technical language for specificity

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard

American/English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0

Using the speaking strategies of grades eleven and twelve outlined in listening and Speaking Standard 1.0, students:

2.1 Deliver reflective presentations:

- a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between the specific incident and broader themes that illustrate the speaker’s beliefs or generalizations about life.

2.2 Deliver oral reports on historical investigations:

- a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
- b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
- c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.

2.4 Deliver multimedia presentations:

- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
- b. Select an appropriate medium for each element of the presentation.
- c. Use the selected media skillfully, editing appropriately and monitoring for quality.

b. The math content standards outlined below will be taught and reinforced in a manner appropriate for this course. The student will be expected to develop proficiency toward mastery of these standards:

Number Sense	
<i>Students use exponents, powers, and roots and use exponents in working with fractions:</i>	
2.2	Add and subtract fractions by using factoring to find common denominators.
Mathematical Reasoning	
<i>Students make decisions about how to approach problems:</i>	
1.1	Analyze problems by identifying relationships
1.3	Determine when and how to break a problem into simpler parts.
<i>Students use strategies, skills, and concepts in finding solutions:</i>	
2.2	Apply strategies and results from simpler problems to more complex problems.
2.4	Make and test conjectures by using both inductive and deductive reasoning.

2.5	<i>Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.</i>
2.6	<i>Express the solution clearly and logically by using the appropriate mathematical notation and terms and clear language; support solutions with evidence in both verbal and symbolic work.</i>
2.8	<i>Make precise calculations and check the validity of the results from the context of the problem.</i>
Students determine a solution is complete and move beyond a particular problem by generalizing to other situation:	
3.1	<i>Evaluate the reasonableness of the solution in the context of the original situation.</i>
3.3	<i>Develop generalizations of the results obtained and the strategies used and apply them to new problem situations.</i>
Algebra I	
Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.	
1.0	<i>Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:</i>
25.0	<i>Students use properties of the number system to judge the validity of result. To justify each step of a procedure, and to prove or disprove statements:</i>
	<i>25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.</i>
	<i>25.2 Students judge the validity of an argument to whether the properties of the real numbers system and the order of operations have been applied correctly at each step.</i>

3. Workplace Skills

Students will demonstrate proficiency and continuing improvement in the following “workplace skills,” as appropriate for this level of coursework:

I. Basic Employability Skills

- a. good grooming
- b. good manners, politeness and courtesy
- c. pride in a job well done
- d. honesty and high ethical standards
- e. punctuality
- f. good work attendance
- g. completes tasks independently
- h. good speaking skills
- i. good listening skills
- j. good penmanship
- k. follows directions
- l. basic keyboarding skills
- m. computer literacy

II. Employee Relations Skills

- a. able to work with teams of people
- b. cooperative attitude

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- c. good interpersonal skills
- d. collaborates to problem-solve
- e. respects authority
- f. high cultural respect and sensitivity

III. Job Success Skills

- a. problem-solving skills
- b. decision-making skills
- c. critical thinking skills
- d. higher order thinking skills
- e. able to plan and complete a project
- f. willing to engage in lifelong learning
- g. math skills through algebra
- h. good reading and writing skills
- i. good articulation skills
- j. good study skills
- k. meets increasingly higher expectations
- l. bilingual
- m. able to use technical tools correctly and safely
- n. able to change from task to task
- o. knows how to learn what one doesn't know
- p. knows how to build upon what is known
- q. is a self-starter

G. Assessment Procedures:

The following is a list of techniques that may be used in assessing student progress and/or achievement:

1. Class participation
2. Educator designed tests/quizzes
3. Educator designed projects (including power points)
4. Research projects/papers
5. Identifying record examples (listening exams)
6. Educator observations
7. Attendance at live performance(s)