

Music Bilingual Teaching

Curriculum Year 9 (one semester)

Books: New Music Matters 11-14, Volumes 1, 2 und 3, Heinemann, Oxford
Schoolhouse Raps, Alfred Publishing, Van Nuys, USA

| Methods | Content/Fields of Learning |
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| <p>The students</p> <ul style="list-style-type: none">• describe music in suitable terminology• distinguish music according to periods and genres and relate it to historical and cultural contexts• explain functions and effects of music related to non-musical elements (e.g. songs, opera scenes, programme music, music in commercials, film music)• present listening and teaching results with the help of listening scores and structural sketches• take part in planning and performing their own music• examine aspects of production, circulation and functions of music• reflect relations between music and their own personal experiences | <ol style="list-style-type: none">1. Music is based on systems<ul style="list-style-type: none">• revision and reinforcement of basic terms (intervals, major, minor, harmonic structures, rhythmical patterns)2. Music has shape and expression<ul style="list-style-type: none">• Characteristics of dances (folk dance, ballroom dance, dances in instrumental music (suite))• Dancing scenes in operas and musicals (e.g. Westside Story, Mozart operas)• Self-designed choreographies, reading and performing of dancing instructions3. Music in historical and cultural contexts<ul style="list-style-type: none">• historical and social aspects of music in the 20th century (emphasis on contrast), e.g. modern Jazz/Pop, different styles like expressionism, avantgarde4. Different uses and effects of music<ul style="list-style-type: none">• different functions of dances/dancing |