|  |  |
| --- | --- |
| Unit/Topic Title: **Aesthetic Valuation of Music** | Trimester/Semester: **2** |
| Estimated Time (When): **Trimester 2** |

|  |
| --- |
| **Standard(s)**4. Aesthetic Valuation of Music |
| **Prepared Graduates:*** Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life
* [Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=69)
* [Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=70)
* [Demonstrate a nuanced understanding of aesthetics in music, appropriate to the particular features of given styles and genres, as it relates to the human experience in music](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=67)
* [Know the place of each of the participants in the performance environment and practice appropriate audience participation; recognize the place and importance of music in life](http://www.cde.state.co.us/scripts/allstandards/COStandards.asp?stid=5&glid=0&pgcid=68)
 |
|  |
| **Grade Level Expectation: First Grade** |
| **Concepts and skills students master:** |
| 1. Demonstrate respect for the contributions of self and others in a musical setting
2. Comprehension of the basic components of music and musical performances at a beginning level
3. Identify music as an integral part of everyday life
 |
| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**1.4.3.a Identify, discuss, and respond to music written for specific purposes (such as holiday, marches, lullaby | **Inquiry Questions:** * When is it appropriate or not appropriate to talk during a musical performance?
* Why is it important to listen respectfully to live performances?
* How does an individual contribute to effective music-making?
* Why are the contributions of others important to music-making in group settings?
* How can certain movements be more appropriate for one type of music than another?
* What are some specific elements of music that can change the feelings that are communicated?
* How do the basic elements of music communicate thoughts or emotions?
* How does music that is composed for various purposes contribute to a specific experience?
* What causes various instruments and voices to sound different from each other?
* How does movement to music differ from one culture to another?
 |
| **Relevance and Application:*** Discussing situations when music is the focus of attention and contrasting with those when music is a secondary element help to identify the various ways music is used.
* Discussing nonmusical settings (such as athletic events, speeches, dance performances, theatre) where audiences behave similarly or differently than musical settings provides understanding about the varying purposes of audiences in society.
* Considering how the use of various instruments and/or voices changes the feelings that music conveys provides a fundamental understanding of how music communicates.
* Ideas and moods expressed through music are conveyed in other areas of the arts (books, movies, theatre, dance performances, commercials).
* Observing and imitating movement to a variety of musical styles including cultural and historical excerpts provide an understanding of the variety of ways people can express themselves through music and movement.
* Using pictures and books to recognize various instruments used in different types of music develops an initial ability to identify the various shapes and sizes of instruments.
* Using a common music vocabulary to describe instruments, voices, and musical styles helps people understand one another.
 |
| **Nature of the Discipline (Mathematics, Science, etc.):*** The role of the audience in a musical performance includes listening to and appreciating music, being respectful of others, and encouraging the performers, when appropriate.
* People have individual musical preferences because in many ways, music affects individuals differently.
* Music, like other art forms, exists to express thoughts and emotions as well as communicate how people perceive the world.
* When people listen to music, they can perceive some of the thoughts and feelings of the musician who created it.
* Music has many uses and functions in people's lives.
* Different kinds of music are appropriate for different functions and events.
 |
| **Essential Vocabulary** |
| * March/lullaby
 |
| **Assessments** |
| * TBD
 |
| **Instructional Resources** |
| * Spotlight on Music Grade 1 teacher’s manual; SOM Cd series
 |