|  |  |
| --- | --- |
| Unit/Topic Title: **Aesthetic Valuation of Music; Standard 4** | Trimester/Semester: **1** |
| Estimated Time (When): **Trimester 1** | |

|  |  |
| --- | --- |
| **Standard(s)**  1. Aesthetic Valuation of Music | |
| **Prepared Graduates:**   * 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 * 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 lifeDevelop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices * 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 * 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 | |
|  | |
| **Grade Level Expectation: 2nd Grade** | |
| **Concepts and skills students master:** | |
| 1. Demonstrate respect for individual, group, and self-contributions in a musical setting Perform simple rhythmic, melodic, and harmonic patterns 2. Articulate reactions to the elements and aesthetic qualities of musical performance using musical terminology and movement 3. 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 | | |
|  | |
| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**   * Recognize and demonstrate appropriate audience behavior in a live performance 1.a. * Contribute to a group effort by of listening to and discussing music 1.b. * Contribute to a group effort by of making music and reflecting on the performance 1.c. * Articulate ideas about holding and respecting musical preferences 1.d. | **Inquiry Questions:**   1. When is it appropriate or not appropriate to talk while music is being heard? 2. Why is it important to listen respectfully to live performances? 3. How does an individual contribute to effective music-making? 4. How can movement reflect the expressive qualities of music? 5. How does music affect emotions and feelings in general? 6. How are passive and active listening different? 7. How often do people listen to and move to music for enjoyment? 8. How does a favorite song make a person feel? 9. Why is it important to experience a variety of music from different cultures? 10. How do individuals experience music in different ways? |
| **Relevance and Application:**   1. Understanding situations where music is the focus of attention and contrasting it with situations where music is a secondary element is one example of how music is adjusted to its role in the texture of an overall project. 2. Reactions of listeners during a presentation of live music as opposed to recorded music vary because of the societal expectations of each situation. 3. Individuals make choices about musical preferences based on many reasons, such as family preferences, popular media, and a wide or limited exposure to diverse forms of music. 4. Appropriate audience behavior relies on an individual’s self-direction ability, the ability to discern the role of an audience (e.g. some performances encourage audience participation, some performances require active listening), and the willingness to submit individual desires to the need for consideration of the experience of others. 5. Audiences have varying purposes throughout society. (Athletic events encourage audience noise. Political audiences express their agreement or disagreement in various ways. Formal presentations expect restraint and applause.) 6. A common and specific musical vocabulary is important when discussing the evaluation of music works and performances or in defending individual musical preferences. 7. Articulating uses of music in a local community, family, or culture can be done through researching societal trends and influences. 8. The importance of music goes beyond entertainment and is used to express such things as strong emotions and celebrations, and to document important events in history. |
| **Nature of the Discipline (Mathematics, Science, etc.):**   1. Music is an art that deals specifically with sound, so it is important to assist in providing an environment that is conducive to focused listening. 2. Musical choices may be made on the basis of both musical and nonmusical 3. criteria. 4. Music may be experienced passively or actively as a listener. 5. Music provides societal and cultural connections that are unique to individuals. |
| |  | | --- | | **Essential Vocabulary** | | * Applause, audience, listening, performers | | |  | | --- | | **Assessments** | | * TBD | | **Instructional Resources** | | * Spotlight on Music, Grade 2, teacher’s book; CD | | | |