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

|  |  |
| --- | --- |
| **Standard(s)**  4. 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   Develop 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: 3rd Grade** | |
| **Concepts and skills students master:** | |
| 1. Identify personal preferences for specific music 2. Respond to and make informed judgments about music through participation, performance, and the creative process 3. Articulate music’s significance within an individual musical experience | | |
|  | |
| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**   * Describe how specific musical elements communicate particular ideas or moods in music 2.c * Explain the function of a music synthesizer and some of its capabilities 2.d * Identify differences and commonalities in music from various cultures 3.c | **Inquiry Questions:**  1. Why do individuals prefer certain styles of music?  2. What is the correlation between liking a work and the importance of a work?  3. What is involved in respecting the opinions of others about music preferences?  4. Why is it beneficial to experience a wide variety of musical styles as a listener and a performer?  5. Why is it important to have a variety and diversity of musical styles available to society?  6. How can appropriate music vocabulary help in discussing musical evaluation with others?   1. What do people look for when choosing music for enjoyment? 2. What cultural music would be considered most appealing? |
| **Relevance and Application:**  1. The ability to verbalize individual preferences in music can be used to assess the success of music education in developing musically literate students.  2. Respect for others‟ opinions and preferences exemplify a fundamental respect for others and provides context on how varying cultures and societies come to view the importance of music.  3. The information literacy skills required to access and evaluate various musical performances include research, source discernment, and verification of authenticity.  4. Assisting others in developing a wider musical vocabulary and library builds deeper conviction and rational for personal preferences.  5. Comparing two audio or video recordings of performances of the same musical work by the same performer builds skill in articulating general perceptions in musical terms.  6. Determining the sources of live music in the community creates informed consumers and gives insight into the musical preferences of a local culture.  7. Articulating the importance of music in a family or cultural heritage creates an appreciation for how individuals contribute to local communities and influence the availability of musical experiences within the community.  8. Understanding the use of technology in performances by local live groups or video recordings of performances provides insight into the influence of technology on the musical culture in local communities. |
| **Nature of the Discipline (Mathematics, Science, etc.):**  1. Individual experiences and personality traits play an important role in developing personal preferences for music.  2. Experiences with a variety of musical styles can develop a broader appreciation for music and an expanded range of personal preferences.   1. The ability to create sounds through synthesis without traditional instruments widens the possibilities for music creation and production. 2. No two live performances are ever exactly the same, either in technical or aesthetic aspects. 3. Music's place in the lives of individuals is unique because it depends on personal background, preference, and experience. |
| |  | | --- | | **Essential Vocabulary** | | * Difference/similarities, music synthesizer, spiritual | | |  | | --- | | **Assessments** | | * TBD | | **Instructional Resources** | | * Spotlight on Music, Grade 3, teacher’s book; CD | | | |