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| Unit/Topic Title: **Aesthetic Valuation of Music; Standard 4** | Trimester/Semester: **2** |
| Estimated Time (When): **Trimester 2** | |

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| **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 | |
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| **Grade Level Expectation: 4th Grade** | |
| **Concepts and skills students master:** | |
| 1. Explain personal preferences for specific music 2. Comprehend and respect the musical values of others considering cultural context as an   element of musical evaluation and meaning | | |
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| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**  **No evidence outcomes this trimester** | **Inquiry Questions:**   1. Why is it beneficial to experience a wide variety of musical styles as a listener and a performer? 2. Why is it important to have a variety and diversity of musical styles available to society? 3. How are preferences better communicated when appropriate music terminology is used? 4. What historical factors contributed to the development of a "western" style of American music? 5. Who are important past and present musicians of Colorado? 6. Where in Colorado are particular styles of music most prevalent? 7. Is any one kind of music better than any another? |
| **Relevance and Application:**   1. Collaboration in determining musical preferences highlights the similarities and differences among people with individual musical tastes. 2. Ensemble participation develops collaboration and self-direction skills through the demands of discrimination of sound and pitch, following conductor's cues and listening and adjusting to others. 3. Examining and listening to music that is unique to Colorado gives historical context to how culture in Colorado evolved and was reinforced by the music predominantly performed, and provides a comparison to other states in the West. 4. The Internet can be used to investigate the active presence of local or regional live music, identifying musicians' websites, performance venues, and ticket availability, which provides a more direct link to local and regional music trends and influences. |
| **Nature of the Discipline (Mathematics, Science, etc.):**   1. Experiences with a variety of musical styles develop an expanded range of personal preferences. 2. Music preferences are sometimes affected by nonmusical but significant factors such as the social meaning of a work at a particular time or for a particular purpose. 3. Music represents diverse experiences, thoughts, and emotions, and is unique to each individual with regard to values and opinions. 4. Local and regional music groups of all kinds are meaningful sources of culture. |
| **Essential Vocabulary** | |
| * N/A | |
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