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| Unit/Topic Title: **Aesthetic Valuation of Music; Standard 4** | Trimester/Semester: **2** |
| Estimated Time (When): **Trimester 1** |

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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: 5th Grade** |
| **Concepts and skills students master:** |
| 1. Explain and defend personal preferences for specific music
2. Articulate the meaning in music according to elements, aesthetic qualities, and human

responses |
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| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:*** Develop and apply appropriate musical and nonmusical criteria to support personal preferences for specific musical styles and works 1.a
* Discuss the difference between preference for and quality of musical works 1.b
* Discuss criteria used to make evaluations of musical works and performances 2.d
 | **Inquiry Questions:** 1. Does an individual preference for a musical work or performance make it good or bad?
2. What is the correlation between liking a work and the importance of a work?
3. Why are many classical works, jazz works and performances, and Broadway songs considered to be exceptional examples of American and Western music even though they do not share the popularity of contemporary "top 40" or other contemporary styles?
4. What role does music play in various cultures?
5. How does music affect emotions and feelings in general?
6. How do the elements of music affect the way music is classified into various styles?
7. In what general ways do people evaluate music works and performances?
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| **Relevance and Application:**1. Developing a series of questions regarding musical preferences allows individuals to discern why they prefer certain styles of music and test their effectiveness.
2. Surveying the listening preferences of consumers provide a basis of musical and nonmusical information, and the use of music terminology in a local community.
3. Comparing musical works that are specific to a given culture provides insight into the evaluation of musical elements and extra-musical aspects used within a culture.
4. The number of radio stations in an area broadcasting a particular style of music can give insight to the demographic information of the area and its musical preferences.
5. Identifying musical works that are specific to a given culture in comparison to those of another builds a fundamental respect for the differences of others.
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| **Nature of the Discipline (Mathematics, Science, etc.):**1. Musical preferences are developed through individual experiences and are also subject to personality traits.
2. A broad musical experience and comprehensive music vocabulary strengthen one's ability to objectively consider and articulate ideas about music.
3. Music is an art that expresses general thoughts and feelings; various musical examples will evoke varying general individual responses.
4. The success of a musical work or performance can be evaluated according to its effectiveness in its formal properties, content, and context.
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| **Essential Vocabulary** |
| * concert master, conductor, Longmont symphony, orchestra, podium, score
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| **Assessments** |
| * TBD
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| **Instructional Resources** |
| * Spotlight on Music, Grade 5, teacher’s book; CD; LSO field trip
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