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

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| **Standard(s)**  4. Aesthetic Value 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](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) | |
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| **Grade Level Expectation: First Grade** | |
| **Concepts and skills students master:** | |
| * Demonstrate respect for the contributions of others in a musical setting * Respond to musical performance at a basic level * Recognize and discuss music and celebrations in daily life | |
| **Evidence Outcomes** | **21st Century Skills and Readiness Competencies** |
| **Students can:**   * Create movements that correspond to specific musical moods and styles 2.a * Identify, listen to, and discuss music written for specific purposes (work song, lullaby, etc.) 2.b | **Inquiry Questions:**   * What happens when an audience does not use strong listening skills at a performance? * Why is it important for listeners to be respectful of one another? * Why is music special to some people? * Why do people choose certain movements for certain styles of music and not for others? * What are some aspects of music that can change the feelings that are communicated and how do they work to make music? * 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? * What makes differences in musical style? |
| **Relevance and Application:**   * Explaining or drawing pictures that show personal preferences to music provides an initial way for articulating how music makes people feel or how they value or appreciate varying styles of music. * Discussing what type of music specific storybook characters might like builds an initial ability to give meaning and context to various types of music. * Why do people choose certain movements for certain styles of music and not for others? * What are some aspects of music that can change the feelings that are communicated and how do they work to make music? * 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? * What makes differences in musical style? |
| **Nature of the Discipline (Mathematics, Science, etc.):**   * Musical preferences can be as unique as individuals themselves. * Music is an art form and exists to express thoughts and emotions as well as communicate how people perceive the world. * Music has many uses and functions in people's lives. * People describe music in their own words, and the descriptions of others may be different, but equally valid. |
| **Essential Vocabulary** | |
| * formation, listen, locomotion styles, mood, purpose | |
| **Assessments** | |
| * TBD | |
| **Instructional Resources** | |
| * Spotlight on Music Teacher manual; grade level CDs | |