Unit 4: Musical Insight

Content Area: **Music**
Course(s): **Art, Music**
Time Period: **February**
Length: **8 weeks**
Status: **Published**

Enduring Understandings

1. Musical understanding leads to a life of artistic appreciation.
2. Opinions on music are personal and individual reactions, and articulate communication with others leads to a deeper appreciation and interaction with music.
3. Self-reflection and peer critique lead to higher level music making.

Essential Questions

1. What makes music good, (or not good), or why do I like/dislike this music?
2. What if I like different music than my friends?
3. How can I improve my performance?

Content

- Musical elements, including:theme
    - beat
    - rhythm
    - melody
- Theme
- Principles of positive critique

Skills

- Communicate opinions on a variety of musical selections (likes/dislikes)
- Communicate personal reaction to a variety of musical selections (thematic, imaginative)
- Offer positive peer-critique
- Self-reflect on performances
- Discuss characteristics of music, including elements
- Recognize themes, recurring and not

Resources

Quaver Music

African Drums

Assorted Percussion Instruments: hand drums, eggs, sticks, sand blocks, and tambourines

Music Together books/cds

Standards

VPA.1.1.2	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.2.B	Music
VPA.1.1.2.B.1	Explore the elements of music through verbal and written responses to diverse aural prompts and printed scores.
VPA.1.1.2.B.2	Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.
VPA.1.1.2.B.3	Identify and categorize sound sources by common traits (e.g., scales, rhythmic patterns, and/or other musical elements), and identify rhythmic notation up to eighth notes and rests.
VPA.1.4.2	All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
VPA.1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
VPA.1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
VPA.1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
VPA.1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
VPA.1.4.2.B	Critique Methodologies
VPA.1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
VPA.1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
VPA.1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.