Unit 2: Music of Cultural Significance

Content Area: **Music**
Course(s): **Music**
Time Period: **November**
Length: **4 week**
Status: **Published**

Enduring Understandings

1. Folk Music, Patriotic Music, and Seasonal Music are important genres of music for study to make cultural connections.
2. Different styles of music are a product of and representation of cultural and historical influences.
3. Students of all ages and ability levels can and should experience a variety of great musical genres.

Essential Questions

1. Why do I need to learn about old music?
2. Why is this music important to MY life?
3. How does music make you feel?
4. How does my family celebrate with music?
5. We all know these songs; why is that?

Content

Form:

- Verse - Refrain
- Call & Response
- Call & Echo
- Round/Canon
- Through composed
- Theme and Variation

Background information on song repertoire:

- Historical context
- Nationality
- Culture
- Origin
- Composer

Skills

- Sing and play culturally significant songs.
- Discuss the selections in the following categories (suggested but not limited to:)
    - historical context,
    - nationality,
    - cultural significance,
    - origin of song repertoire.
- Identify the relevant song for
- Make cross curricular connections between the music and areas such as:
    - History
    - Geography
    - Literature
    - Language Arts
    - World Language
    - Mathematics
    - Physical Education
- Discuss cultural impact of music and its artists (for example: Mozart, Woody Guthrie, Sousa, etc...
- Demonstrate how music communicates social values and imagination

Resources

Standards

VPA.1.2.5	All students will understand the role, development, and influence of the arts throughout history and across cultures.
VPA.1.2.5.A	History of the Arts and Culture
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
VPA.1.2.5.A.3	Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.3.5	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.5.B	Music
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.

VPA.1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
VPA.1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
VPA.1.4.5	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.1.4.5.A	Aesthetic Responses
VPA.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).