Music in the World

Content Area: **Music**
Course(s): **Music in Education**
Time Period: **Generic Time Period**
Length: **Over-arching**
Status: **Published**

Unit Overview

This unit is similar to the units that have preceded it in terms of overall content; however, this unit will delve deeper into the idea of musical critique, the lives of various composers, and the significance of contributions made by great composers (Bach, Mozart, etc.). Students will be asked to begin to differentiate between the characteristics of different styles, historical periods, and genres of music.

Standards

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.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
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).
VPA.1.4.5.B.CS5	Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).

Essential Questions

How do composers put their feelings into a piece of music?

How do we know what composers intended?

Application of Knowledge: Students will know that...

- each era of music has had composers that have made important contributions.
- music can tell a story or have greater meaning other than the notes and words on the page.

- when being critical of a piece of music it is important to use language that is specifically musical.

Application of Skills: Students will be able to...

- differentiate between the characteristics of musical styles and specific composers.
- discuss context and importance of a variety of composers.
- find similar characteristics in various pieces of music by listening and critical discussing elements of music.
- think and critique critically about musical elements and composer intent.

Assessments

- Written reviews and critiques of listening examples.

Suggested Activities

- Think/Pair/Share activities with new pieces of music.
- "Drop the Needle" guessing games.
- Class discussions about composers and historical eras.

Activities to Differentiate Instruction

- Guided Notes and listening guides to give students that may have a harder time picking up on musical nuances guidance.
- Use movement as a tool to get kinesthetic learners to feel the differences in each style of music.

Integrated/Cross-Disciplinary Instruction

Social Studies: History of Music in a variety of different time periods and cultures.

Resources

Music Delta (www.musicfirst.com)