# Music in the World

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

## Unit Overview

The purpose of this unit is to further enhance student's understanding of the music of different cultures and time periods. Students will examine various time periods in Western Music, as well as, composers specific to each time period. Students will understand the important cultural and historical significance of the selections and composers studied. Students will also be able to discuss the foundational elements of composers and the process of composition.

## Standards

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| 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.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). |
| VPA.1.4.5.B.5 | Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art. |

## Essential Questions

How should we listen to a piece of music?

Why do composers make some of the decisions that they do? Why does their music sound a certain way?

## Application of Knowledge: Students will know that...

- different genres and styles of music employ distinct characteristics that help distinguish them.
- in order to critique or criticize a piece of music it is important to understand the style, the time period, and the intent of the composer.
- the music that composers make is influences by the outside world (time period, politics, social class).

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

- discuss the connection between composers and the world in which they created and composed.
- discuss, using appropriate terminology, various aspects of the music of a variety of composers and genres.
- identifiy characteristics of various genres of music (Classical, Baroque, Jazz, etc).
- make connections between the final musical product and the intent of the composer and discuss the merits of a piece of music.

## Assessments

- Written reflections and assessments of listening examples
- Quizzes and tests reflecting music history and composers

## Suggested Activities

- Think/Pair/Share activities with new piece of music.
- "Drop the Needle" guessing games.
- Class discussions about composers and historical eras.
- Music Delta - Cloud based music history program and library

## 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