

# Active Listening

Content Area: **Unified Arts**  
Course(s): **Music 3**  
Time Period: **March**  
Length: **39 weeks**  
Status: **Published**

## Unit Summary

---

Students will use active listening skills to delve deeper into their music curriculum concepts and strengthen their overall musicianship skills. Examples of this include critical thinking and constructive feedback, melodic/rhythmic isolation, exploring timbre, discovering new genres and works of music, identifying form, connecting to various cultures and historical eras, etc. This is a very important component for our developing musicians, as they are not typically exposed to numerous genres of music outside of their music curriculum.

## Standards

---

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
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.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
VPA.1.3.5.C.2	Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.
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.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
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.

## Student Learning Objectives

---

Students will learn:

- 10 Composers of the month (Sept. - June) and examples of their work
- SQUILT Activities
- School/classroom performances
- Differing genres

- Melody
- Rhythm
- Tempo
- Dynamics
- Timbre
- Form
- World music

## Essential Questions

---

- What emotions do you feel when you listen to music?
- What did you enjoy about the music and what can be improved upon?
- How can listening and giving observations make you a better musician?

## Enduring Understandings

---

Students will understand that:

- they will have ample opportunity to listen and explore music from varying cultures and time periods
- there is benefits from listening to significant works of music written by prolific composers
- we can express listening observations through art and sketches.
- listeners can provide feedback pertaining to specific listenings.
- positive and constructive critique can be given when listening to recordings and performances.

## Application

---

Students will be able to independently use their learning to:

- identify works of music and composers.
- identify genre
- identify instrumental and vocal timbre.
- isolate melodic and rhythmic elements.
- describe emotion and feeling during musical performances.
- provide feedback and critique when listening to a work of music.
- identify form.
- relate to history and culture.

## Skills

---

Students will be skilled at:

- listening to many songs/works.
- showing active listening through movement, self-expression, comments.
- journaling.
- providing critique and feedback.

## **Resources**

---

- Student Materials
- Teaching Materials
- Technology - visual interactive listening maps, audio equipment, professional recordings, student produced recordings
- Teaching Resources