Unit 2: Aesthetic Response

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Unit 2: Aesthetic Response

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Third Grade General Music

Aesthetic Response, Behavior, Critique and Experience

Belleville Board of Education

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Unit Overview

In this unit the students will learn the proper responses to and methods of critiquing a musical performance. The students will also learn appropriate behaviors for participating in a concert and being part of the audience.

Enduring Understandings

Students will understand that...

- music is reflective of the culture(s) that created it.
- music is always present in the surrounding world.
- music is a form of communication.
- music is a vehicle of personal expression, style, and taste.
- music is a language with its own syntax, structure, and rules.
- the creation of music fosters critical thinking.
- music making involves a set of behaviors that ensure quality of preparation and presentation.
- increasing technical skill and theoretical knowledge allows performers to better express the music and themselves.
- critique is essential to the music making process.
- performance skills are both physical and mental.

Essential Questions

- How do people/I use music as a way to communicate with others?
- How can music influence your emotions?

- In what ways can musical elements become the foundation of your own composition?
- How do I hone my skills and fine-tune my work?
- How does my individual effort affect the group effort?
- What is quality in a music ensemble and how do you attain it?
- What can be learned from observing, analyzing, and evaluating the performances of myself and others?
- Why is music an important part of any culture?
- How does my musical interpretation reflect my personal culture?
- How does music change over time and place?
- Does music have to be considered beautiful by everybody?
- How do artists make decisions about their music?
- What is the importance of being able to reach and comprehend music as a musician?

Exit Skills

By the end of Unit 2: Aesthetic Response, students should be able to...

- use rhythmic comprehension in syllabic sounding of words.
- compare the use of phonetic singing to phonics used to help pronunciation of new words.
- analyze the link between singing and patterns of speech.
- compare song structure to sentence structure.
- compare musical phrasing to sentence and story phrasing.

New Jersey Student Learning Standards (NJSLS)

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.A.CS1	Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
VPA.1.4.5.A.CS2	Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
VPA.1.4.5.A.CS3	Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
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.4	Define technical proficiency, using the elements of the arts and principles of design.
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.
VPA.1.4.5.B.CS1	Identifying criteria for evaluating performances results in deeper understanding of art and art-making.
VPA.1.4.5.B.CS2	Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.
VPA.1.4.5.B.CS3	While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.
VPA.1.4.5.B.CS4	Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.
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?).

Interdisciplinary Connections

LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.

Learning Objectives

In Unit 2: Aesthetic Response, students will be able to...

- count and interpret the aspects of rhythm.
- describe the different types of music technologies.
- demonstrate how to critique a musical performance.
- define all relevant vocabulary.
- interpret the meaning of a piece of music.
- produce musical works that are reflective of their culture.
- reproduce emotional effects through performance.
- apply arts elements in the creation of symbolic images of nature.
- respond to arts performances with the use of appropriate vocabulary.
- develop emotionally charged performances (grade-appropriate).

Suggested Activities & Best Practices

- Listen to different recordings through digital recordings or Youtube
- Listening journals

- Create a listening rubric

Assessment Evidence - Checking for Understanding (CFU)

- Think, Pair, Share will be used while listening to music as students discuss what they hear. (Formative)
- Create a self-assessment rubric about performing music that the students refer back to. (Formative/Summative)
- Listening Rubric (Summative)
- Perfomance-Based Assessment (Benchmark)

- Anticipation Guide
- Common Benchmarks (Benchmark)
- Create a Multimedia Poster
- Entrance Tickets (Formative)
- Evaluation Rubrics (Summative)
- Exit Tickets (Formative)
- Fist- to-Five or Thumb-Ometer (Formative)
- Illustration (Alternative)
- Journals (Formative/Summative)
- KWL Chart (Formative)
- Learning Center Activities
- Multimedia Reports (Alternative)
- Newspaper Headline
- Outline
- Quickwrite
- Quizzes (Summative)
- Red Light, Green Light (Formative)
- Self-Assessments (Formative)
- Socratic Seminar
- Study Guide
- Surveys (Formative)
- Teacher Observation Checklist (Formative)
- Think, Pair, Share (Formative)
- Think, Write, Pair, Share
- Top 10 List
- Unit Tests (Summative)
- Web-Based Assessments (Alternative)
- Written Reports (Summative/Alternative)

Primary Resources & Materials

- World of Music: Grade 3 - Silver Burdette Text Book
- World of Music: Grade 3 - Silver Burdette CD Set

Ancillary Resources

- Various Sheet Music
- Digital Recordings
- Online Media

Technology Infusion

- SmartBoard or Projector and Computer
- Youtube
- Dallas Symphony Orchestra website
- Chromebook and Google Apps



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS1	Understand and use technology systems

TECH.8.1.5.A.CS2	Select and use applications effectively and productively.
TECH.8.1.5.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.5.D.CS2	Demonstrate personal responsibility for lifelong learning

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Differentiation

- Use of manipulatives to show expression in music such as dynamics or contour of music.
- Think-Pair-Share will be used when listening to different music for discussion of expression and critique

Differentiation

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiation

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups

- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiation

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

- Additional time for mastery will be given when understanding expression in performance
- Students will repeat instructions to check for understanding

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes

- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- Use of visual cues in addition to verbal cues for instructions

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- Emphasis on correct responses rather than the errors

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Journal entries will have more higher-order thinking questioning and responses
- Listening rubric will be more in depth.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities

- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

For Sample Lesson see Unit 1

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: