

Unit 2: Aesthetic Response

Content Area: **Music**
Course(s): **Sample Course**
Time Period:
Length: **37 days overlaid, Grade 3**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Aesthetic Experiences, Behaviors, Critique, and Response

Grade 3

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Anthony Gotto

Dr. Richard Tomko, Superintendent of Schools

Mr. Thomas D’Elia, Director of Curriculum and Instruction

Ms. Diana Kelleher, District Supervisor of ELA/Social Studies

Mr. George Droste, District Supervisor of Math/Science

Board Approved: August 22, 2016

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.

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?).

Exit Skills

By the end of this unit, Grade 3 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.

Enduring Understanding

- 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?

Learning Objectives

By the end of this unit the students will demonstrate the ability 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

- Interpretation the meaning of a peice 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)

Action Verbs

Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy. These are useful in writing learning objectives, assignment objectives and exam questions.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



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.

Alignment to 21st Century Skills & Technology

Key SUBJECTS AND 21st CENTURY THEMES

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts

- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

21st Century/Interdisciplinary Themes

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

21st Century Skills

- 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

Technology Infusion

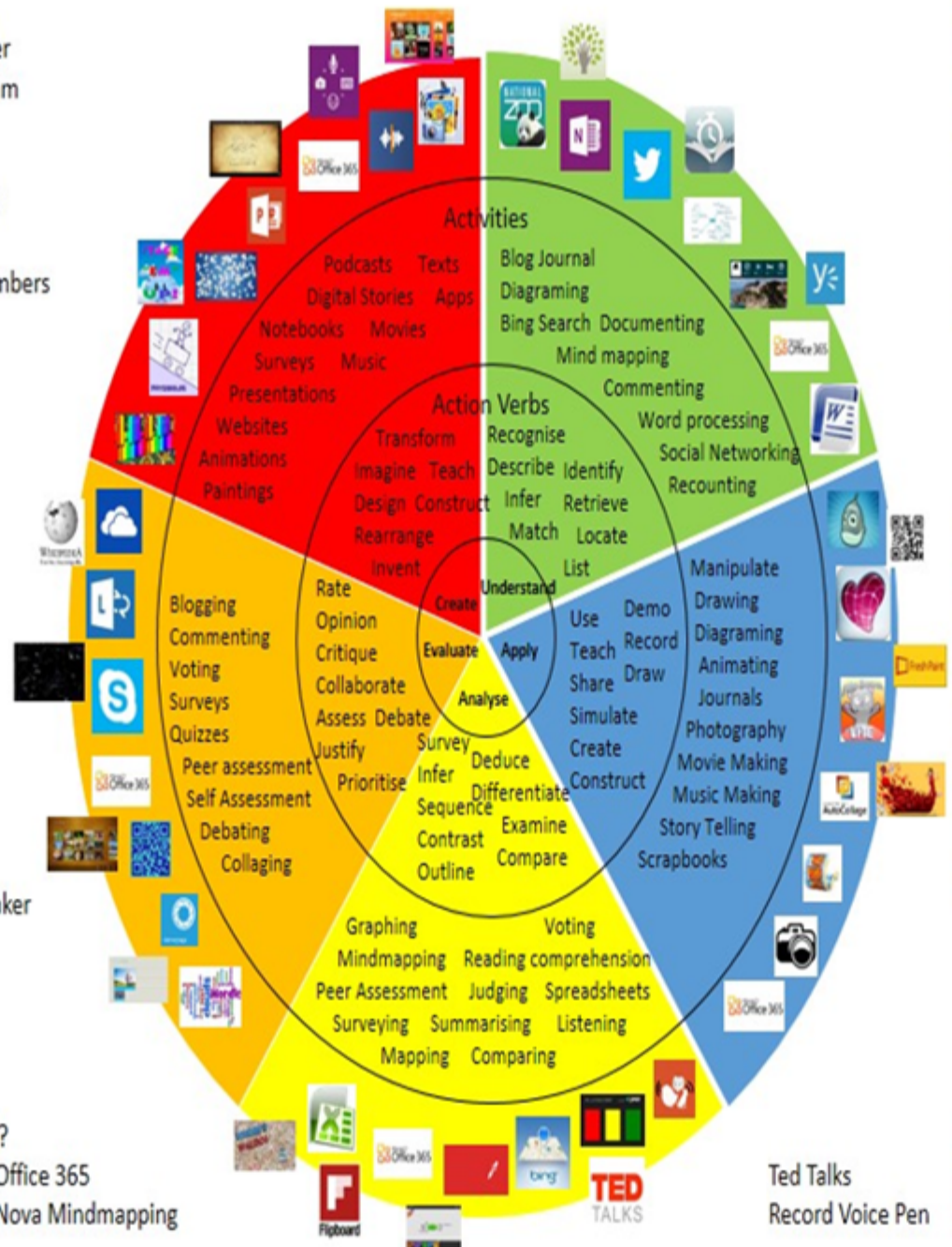
Websites: Dallas Symphony Orchestra, YouTube, etc.

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Where's Waldo?
MS Excel
Flipboard
Office 365
Nova Mindmapping



Differentiation

Students on the accelerated path will be able to complete all aspects of this unit. Students that require remediation will be able to complete most aspects of this unit and/or will repeat sections when necessary.

Resources:

- NJDOE: Instructional Supports and Scaffolds for Success in Implementing the Common Core State Standards <http://www.state.nj.us/education/modelcurriculum/success/math/k2/>

Special Education

- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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

ELL

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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

Intervention Strategies

- 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 work presented 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

Evidence of Student Learning-CFU's

- Admit Tickets
- Common benchmarks

- Compare & Contrast
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Quizzes
- Self- assessments
- Teacher Observation Checklist

Primary Resources

World of Music (Book and CD)-Silver Burdette, Recorders

Ancillary Resources

Various sheet music, Digital Recordings, Online Media

Sample Lesson

Unit Name: Spring Program

NJSLS:

Interdisciplinary Connection: Reading Phrasing, World Cultures, Historical events

Statement of Objective: At the end of this lesson the students will demonstrate the ability to:

- Count rhythms in simple meter
- Play performance pieces with proper dynamic inflection
- Describe how culture effects music
- Describe how history effects music
- Play the recorder with proper breath support and phrasing

Anticipatory Set/Do Now: Vocal Warm ups

Learning Activity: The students will sing the performance pieces with emphasis on correct pitches, rhythms, dynamics and phrasing. The students will discuss the historical significance of the piece and/or composer and how culture had an impact on the music.

Student Assessment/CFU's: Teacher Observation, Evaluation Rubric, Admission Ticket, Exit Ticket

Materials: World of Music (Book and CD), Various sheet music, Rhythm and Pitch reading worksheets

21st Century Themes and Skills: Music, History, ELA, World Cultures

Differentiation/Modifications: The students on the accelerated path will be able to complete all aspects of this lesson. Students that require remediation will complete most of this lesson and/or repeat sections when necessary.

Integration of Technology: Use of digital media and websites.

VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.1.5.B.CS1	Reading basic music notation contributes to musical fluency and literacy. Musical intelligence is related to ear training and listening skill, and temporal spatial reasoning ability is connected to listening skill.
VPA.1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.4.5.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.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.