Unit 08: The Culture and History of the Music that We Perform

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **ongoing**
Status: **Published**

Brief Summary of Unit

Students will consider and explore the cultural and historical contributions of the arts in relation to their influence on society. Students will also recognize the influence that society had on the music of that culture.

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Essential Questions

- How does the study of historical and multicultural music help me to become a better musician?
- How has music evolved over time within our culture?
- How is culture reflected in music and how is music reflected in culture?
- What influence does society have on the evolution of music?

Enduring Understandings

- 1. Music is closely related to the time period of its composer and the region of its influence or

origin.

- 2. Knowing the influences of a composer can lead to a higher level of understanding and performance.
- 3. Music has an inherent style that should be reflected in its performance.
- 4. It is the responsibility of the performer to convey an interpretation based on informed musical decisions.

Students Will Know

- 1. The style of music that they play and how to accurately reflect that style through performance.
- 2. The historical background associated with each work, including important information about the composers and the influences on his/her compositional style.
- 3. How to respect and respond to cultural values when performing emotionally responsive music.

Students Will Be Skilled At

Discussing music using appropriate terminology as it relates to their analysis of a piece.

Identifying music based on its historical or cultural background.

Making connections between specific musical repertoire and society.

Evidence/Performance Tasks

- Students will be assessed through classroom dialogue on their familiarity with historical and cultural information.

Learning Plan

- 1. The teacher will identify pertinent historical and cultural information that will enhance the musical performance of the ensemble.
- 2. The teacher will expose students' to musical examples (i.e. studio recordings, live performances, etc).
- 3. The teacher will facilitate discussion about the musical examples and guide related research efforts.
- 4. The teacher will reinforce historical and cultural concepts in class.

Materials

- Readings that detail information about various musical pieces.
- Recordings of performances of various musical pieces.

Suggested Strategies for Modifications

Modify questioning technique to the appropriate ability level.

https://docs.google.com/spreadsheets/d/1RrBtrnW3PSznJEH3aeR56hZaCJv3lRq7WgnCQ0aj-DE/edit?usp=sharing