

Unit 01: Listening to Music

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **1 week, and then ongoing throughout the course**
Status: **Published**

Brief Summary of Unit - Revised June 2021

Listening is an essential part of understanding how music is constructed and composed. Building students' aural vocabulary and honing their ability to listen critically to music is essential to success as a musician. This unit is a review and continuation of the work done in Music Theory I.

Standards

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

MU.9-12.1.3B.12adv.Cr1a	Describe and demonstrate multiple ways in which sounds and musical ideas can be used to represent extended experiences or abstract ideas.
MU.9-12.1.3B.12adv.Cr2a	Assemble and organize multiple sounds or extended musical ideas to create initial expressive statements of selected extended experiences or abstract ideas.
MU.9-12.1.3B.12adv.Cr2b	Analyze and demonstrate the development of sounds and extended musical ideas in drafts of music within a variety of moderately complex or complex forms.
MU.9-12.1.3B.12adv.Cr3a	Research, identify, explain, and apply personally developed criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
MU.9-12.1.3B.12adv.Cr3b	Share music through the use of notation, solo or group performance, or technology, and demonstrate and explain how the elements of music, compositional techniques, and processes have been employed to realize expressive intent.
MU.9-12.1.3B.12adv.Pr4a	Identify and select specific sections, movements, or entire works that express personal experiences and interests, moods, visual images, concepts, texts, or storylines in moderately complex or complex forms.
MU.9-12.1.3B.12adv.Pr4b	Analyze how the elements of music (including form), and compositional techniques of selected works relate to the style, function, and context, and explain and support the analysis and its implications for rehearsal and performance.
MU.9-12.1.3B.12adv.Pr4c	Develop interpretations of works based on an understanding of the use of elements of music (including form), compositional techniques, style, function, and context, explaining and justifying how the interpretive choices reflect the creator's intent.
MU.9-12.1.3B.12adv.Pr6a	Share live or recorded performances of works (both personal and others') and explain and/or demonstrate understanding of how the expressive intent of the music is conveyed.
MU.9-12.1.3B.12adv.Pr6b	Explain how compositions are appropriate for a variety of audiences and contexts, and how this will shape future compositions.
MU.9-12.1.3B.12adv.Re7a	Apply researched or personally developed criteria to select music that expresses personal experiences and interests, visual images, concepts, texts, or storylines in moderately complex or complex forms, and describe and justify the choice as models for composition.
MU.9-12.1.3B.12adv.Re7b	Analyze aurally and by reading the scores of musical works the elements of music

	(including form), compositional techniques and procedures, relating them to aesthetic effectiveness, style, mood and context. Explain how the analysis provides models for personal growth as a composer, performer and/or listener.
MU.9-12.1.3B.12adv.Re8a	Develop, justify and defend interpretations of varied works, demonstrating an understanding of the composer's intent by citing the use of elements of music (including form), compositional techniques, and the style/genre and context of each work.
MU.9-12.1.3B.12adv.Re9a	Evaluate the effectiveness of the technical and expressive aspects of selected music and performances, demonstrating an understanding of theoretical concepts and complex compositional techniques and procedures.
MU.9-12.1.3B.12adv.Re9b	Describe and evaluate the ways in which critiquing others' work and receiving feedback from others have been specifically applied in the personal creative process.
MU.9-12.1.3B.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.9-12.1.3B.12adv.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
MU.9-12.1.3B.12adv.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.9-12.1.3B.12adv.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Essential Questions/Enduring Understandings

- Music can be described as having objective qualities which allow us to think and speak about music in a critical way.
- What do I hear when I listen to music?
- What is music?
- Why does music often elicit an emotional response from the listener?

Students Will Know/Students Will Be Skilled At

- How to listen to music for the elements listed above.
- How to write about what they hear in music
- Key terms and vocabulary, including pitch, rhythm, tempo, dynamics, melody, harmony, tonality, texture, form, timbre, instrumentation.
- Understanding why they like a piece of music, or why they do not like a piece of music.

Learning Plan

- Periodically throughout the course teacher assigns listening assignments, with both live and recorded examples, and students describe the music/sounds they hear. Teacher provides both open-ended and specific, as well as objective and subjective questions for students to respond to.
- Preview the essential questions and return to them throughout the course, in discussion and written assignments.
- Students make a list of the elements of music which they should be listening for in a listening assignment, and discuss how to describe them. Students may create their own rubrics for self-assessment

of listening assignments.

- Teacher provides guided listening examples in class, asking students "what do you hear?" Teacher and students begin to label and define the objective elements of music as they listen to a variety of musical examples from classical, popular, and folk traditions.
- Teacher revisits the question, "What is music?" from the previous course. Students and teacher discuss.

Evidence/Performance Tasks

Performing Arts students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Evidence of progression may be demonstrated in divergent ways through the Artistic Processes of Creating, Performing/Presenting/Producing, Connecting, and Responding.

- Create a personal, working definition of "music."
- Define and explain the basic elements of music.
- Identify the basic elements of music within heard music, using appropriate vocabulary, both in discussion and in written form through listening assignments.
- Listen to music with a critical ear.
- Understand and provide objective and subjective responses to heard music.

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

- A wide variety of music recordings, found and shared online, including music from classical, popular, and folk traditions, found and shared by both teacher and students.

Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations: [Performing Arts Accommodations & Modifications](#)