Unit 03: The Culture and History of the Music We Perform

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

Standards

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

MU.K-12.1.3C.12nov.Cr1a Compose and improvise ideas and motives for melodies and rhythmic passages based on
characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr2a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr3a Evaluate and refine draft compositions and improvisations based on knowledge, skill and
teacher-provided criteria.
MU.K-12.1.3C.12nov.Cr3b Share personally developed melodic and rhythmic ideas or motives (individually or as an
ensemble) that demonstrate understanding of characteristics of music or texts studied in
rehearsal.
MU.K-12.1.3C.12nov.Pr4a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical
skill of the individual or ensemble.
MU.K-12.1.3C.12nov.Pr4b Demonstrate, using music reading skills (where appropriate) how knowledge of formal
aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr5a Use self-reflection and peer feedback to refine individual and ensemble performances of a
varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6a Demonstrate attention to technical accuracy and expressive qualities in prepared and
improvised performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6b Demonstrate an awareness of the context of the music through prepared and improvised
performances.
MU.K-12.1.3C.12nov.Re7a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
MU.K-12.1.3C.12nov.Re7b Identify how knowledge of context and the use of repetition, similarities and contrasts
inform the response to music.
MU.K-12.1.3C.12nov.Re8a Identify interpretations of the expressive intent and meaning of musical works, referring
to the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12nov.Re9a Identify and describe the effect of interest, experience, analysis, and context on the

evaluation of music.
MU.K-12.1.3C.12nov.Cn10a Demonstrate understanding of relationships between music and the other arts, other
disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11a Demonstrate understanding of relationships between music and the other arts, other
disciplines, varied contexts, and daily life.
TECH.9.4.5.CI.1 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about
possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Brief Summary of Unit

Students will understand the cultural and historical contributions of the arts and artists and how they were influenced by society.

Transfer

Essential Questions

- • How does knowing music from the past help me to be a better musician today?
- • How does music reflect a culture and vice versa?

Essential Understandings

- • it is the responsibility of the performer to convey an interpretation based on informed musical decisions.
- • knowing the influences of a composer can lead to a higher level of understanding and performance.
- • music has an inherent style that should be reflected in performance.
- • music is closely related to the time period of its composer, and the region of its influence or origin.

Students Will Know

- the historical background associated with each work, including important information about the composer, and the influences on his/her compositional style.
- the style of the music they play, and how to accurately reflect that style through performance.

Students Will Be Skilled At

Evidence/Performance Tasks

- answer the essential questions.
- demonstrate understanding of historical style and performance practice through class discussion and written descriptions.
- perform orchestral repertoire in the style that reflects the historical time period and appropriate performance practice.

Learning Plan

- Preview the essential questions and connect to learning throughout the unit.
- Students in Level I will be able to identify historical and cultural information that bares relevance to the learning process. The styles of music covered include, but not limited to, Classical, Folk, Pop, Baroque, Romantic. The compositions will be either an average length of less than 52 measures long, or a range of 38 – 82 measures, or a single movement work.
- Students in Level II will be able to discuss the musical examples, and clarify terminology as necessary. The musical concepts discussed in the examples will be reinforced through rehearsal and lesson literature. The styles of music covered include, but not limited to, Classical, Baroque, Romantic, Contemporary. The average length of compositions will be either 94 measures, a range of 41 – 265 measures, or a two to three movement composition.
- Students in Level III will choose a portfolio project related to historical and/or cultural influences in music. The topics chosen will be reinforced through rehearsal and lesson literature. The styles of music covered include, but are not limited to, Baroque, Romantic, Contemporary. The average length of compositions will be either 78 – 101 measures per composition, a range of 24 – 450 measures, or a piece with several movements.

Materials

Suggested Strategies for Modifications