# K-2 General Music: Unit 4 - Connecting Music to Our World

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **Ongoing throughout the year**
Status: **Published**

## Students Will Know/ Students Will be Skilled At

**Content Area Knowledge**

Students will know how music can communicate ideas and/or evoke an emotional response.

Students will know  different ways in which people interact with music in society.

Students will know that music exists in many cultures and historical periods.

Students will know that their response to a piece of music may differ from others.

Students will know that musical elements impact the listener's perception of the music and the ideas/emotions being conveyed.

**Skills**

Students will be skilled at identifying their personal response to a piece of music.

Students will be skilled at Interacting with music in multiple ways, which may include but is not limited to listening, performing, kinesthetic movement, manipulatives, and technology.

Students will be skilled at Identifying ways music is used in society.

Students will be skill at defining the roles of music professions which may include composers, musicians, and conductors.

Students will be skilled at speaking respectfully about music from different cultures and historical periods.

Students will be skilled at speaking respectfully to others regarding opinions and interpretation of music.

Students will be skilled at differentiating facts about music from opinions about music.

Students will be skilled at identifying musical elements in music of varying cultures, styles/genres, and historical periods.

## Evidence/ Performance Tasks

Student response: ongoing discussion of essential questions and curriculum objectives.

Teacher observation of student performance of music from varying cultures and historical periods.

Teacher observation of the student's engagement listening to, discussing, and performing music from various cultures or historical periods.

Student demonstration of comprehension through verbal and written responses.

Teacher observation of the student's engagement listening to, discussing, and performing related music examples.

Student notation.

Various warmups and exit tasks.

Turn and talk (partner and small group).

All of the above assessments will have the following grade-level competency expectations:

Kindergarten - With guidance

First Grade - With limited guidance

Second Grade - Independently

## Brief Summary of Unit

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

In this unit, students will learn how music can connect to their lives and the world around them. Students will engage with music of different cultures, styles/genres, and historical periods as they learn about the ways music is used as a form of expression. Students will reflect on the social and emotional impact of music. Students will also explore the ways in which people engage with music outside of the classroom. Students will meet curriculum objectives by the end of second grade.

**Revision Date**

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|---|---|
| P.1 | Act as a responsible and contributing community members and employee. |
| 1.3A.2.Cr1 | Generating and conceptualizing ideas. |
| 1.2 | Recognize the impact of one's feelings and thoughts on one's own behavior |
| P.4 | Demonstrate creativity and innovation. |
| 1.3 | Recognize one's personal traits, strengths, and limitations |
| 1.3A.2.Cr2a | Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent. |
| 3.3 | Demonstrate an understanding of the need for mutual respect when viewpoints differ |
| 4.3 | Evaluate personal, ethical, safety, and civic impact of decisions |
| 1.3A.2.Pr4 | Selecting, analyzing, and interpreting work. |
| 5.2 | Utilize positive communication and social skills to interact effectively with others |
| 5.5 | Identify who, when, where, or how to seek help for oneself or others when needed |
| 1.3A.2.Pr4a | Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections. |
| 1.3A.2.Pr5c | Demonstrate knowledge of basic music concepts (e.g., tonality and meter) in music from a variety of cultures selected for performance. |
| 1.3A.2.Re7a | Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes. |
| 1.3A.2.Re8a | Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent. |
| 1.3A.2.Re9a | Apply personal and expressive preferences in the evaluation of music. |
| 1.3A.2.Cn10a | Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. |
| 1.3A.2.Cn11 | Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding. |
| 1.3A.2.Cn11a | Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. |

## Essential Questions

- How can music be used to communicate and connect with others?
- What are different ways in which people engage with music?
- What are some similarities and differences between the music I am familiar with and the music of different cultures and historical periods?
- How does music connect to my life and to the world around me?
- Why do people make music?

## Learning Plan

Present and discuss the essential questions, making connections to these questions throughout the unit.

Engage students in discussion regarding opinions and interpretations of music and songs learned in class.

Engage students in discussion regarding critiques of class and small group performances.

Identify the origins of music the students learn in class, including social and cultural influences.

Identify how to communicate ideas and opinions respectfully and put those skills into practice.

Make connections between music and other art forms including fine art, literature, theatre, and dance.

Identify and discuss ways in which students can relate to the music being learned in class.

Explore and experience music through various technologies.

Present students with multiple ways of engaging with a piece of music.

Discuss what makes a good musician, audience member, and performance.

Listen to, perform, and analyze music from varying cultures, styles/genres and historical periods.

Discuss jobs relating to music, including singers, instrumentalists, composers, and conductors.

Discuss the roles of music and musicians in their school, community, and society.

Differentiate between musical facts and opinions.

Explore and identify instruments from varying cultures, historical periods, and styles/genres of 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.

## Suggested Strategies for Modifications

This link includes content specific accommodations and modifications for all populations:

Performing Arts Accommodations & Modifications