3-5 General Music: Unit 4 - Connecting Music to Our World

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

Brief Summary of Unit

In this unit, students will learn how music connects 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 fifth grade.

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?

Enduring Understandings

- Music is a form of human expression that exists around the world and throughout history.
- Music can convey an idea, tell a story, and/or evoke an emotional response.
- There are many ways to experience and interact with music in your everyday life.
- People interact with music in many ways, through performance, visuals, movement, tactiles, and technologies.
- A person’s life experiences impact how they perceive and interact with music.

Objectives: Content Area Knowledge

Students will know 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, and consists of many different styles/genres.

Students will know 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.

Objectives: 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 skilled 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, and historical periods.

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 and assess the origins of music the students learn in class, including social, cultural, and historical

influences.

Practice communicating musical ideas and opinions respectfully.

Identify and explain connections between music and other art forms which may include fine art, literature, theater, and dance.

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

Interact with music through various technologies.

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

Identify what makes a good musician, audience member, and performance and practice these qualities in the appropriate context.

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

Identify jobs relating to music, including singers, instrumentalists, composers, and conductors and explore the roles of these professions in their school, community, and society.

Differentiate and demonstrate an understanding between musical facts and opinions.

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

Learn about the structures which can be used to classify instruments around the world.

Assessment

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.

Student notation and dictation.

Various warmups and exit tasks.

Turn and talk (partner and small group).

Student self-assessment.

Guided peer assessment.

Student explanation of thought process.

Peer teaching.

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

Third Grade - Independently

Fourth Grade - Independently while demonstrating limited understanding

Fifth Grade - Independently while demonstrating understanding

Materials

Click HERE to view 3-5 General Music Curriculum Material Catalog.

* To reach curriculum goals, students will use classroom instruments given their availability and at the discretion of the music teacher.

Standards

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

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

1.3A.5.Cr3a	Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
1.3A.5.Cr3b	Present to others final versions of personally and collaboratively created music that

	demonstrate craftsmanship. Explain connection to expressive intent.
1.3A.5.Pr4a	Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
1.3A.5.Pr4d	Explain how context (e.g., personal, social, cultural, historical) informs performances.
1.3A.5.Pr4e	Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).
1.3A.5.Pr5a	Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
1.3A.5.Pr6b	Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
1.3A.5.Re7a	Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
1.3A.5.Re7b	Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).
1.3A.5.Re8a	Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.
1.3A.5.Re9a	Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.
1.3A.5.Cn10a	Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music.
1.3A.5.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.