MP3-History of the Arts and Culture

Content Area: **Music**
Course(s): **Music 2**
Time Period: **Marking Period 3**
Length: **February-April**
Status: **Published**

Essential Questions

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?

Big Ideas

- Imagine
- Plan, make
- Evaluate, refine
- Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.
- The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources
- Musicians' creative choices are influenced by their expertise, context and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

Climate Change

1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one's own community and from multiple cultures in a guided drama (e.g., process drama, story drama, creative drama) experience about global issues, including climate change.

- Activity: Students will listen to four folk tales from various cultures. Students choose one folk tale to

work on in a small group to act out. Students are asked to identify similarities and differences in the various tales. How are these communities represented experiencing similar challenges due to climate change?

Diversity

Objective:

Students will learn about the underground railroad and the songs that came out of slavery called African American Spirituals. Jazz came out of this type of music. Elements of jazz. African instruments played an important part in the daily culture in Africa. What the instruments were and the parts that they played.

Activity:

Display African instruments, demonstrate instruments, discuss use of each instrument, have students play the instruments to songs learned in class. Discuss and present elements of jazz and the history of the music form.

CSDT Technology Integration

8.1.2.NI.2: Describe how the internet enables individuals to connect with others worldwide.

Activity:

Students participate in worldwide music day event through Google platform.

Enduring Understandings

1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities

1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that

represent expressive intent.

1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.

1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

Theatre

1.4.2.Re9a: With prompting and support, identify and explain preferences and emotions in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance, and explain how personal preferences and emotions affect an observer's response in a guided drama experience (e.g., process drama, story drama, creative drama), or theatre performance.

1.4.2.Re9b: With prompting and support, name and describe settings and identify causes of character actions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Re9c: Explain or use text and pictures to describe how personal emotions and/or others' emotions and choices compare to the emotions and choices of characters in a guided drama experience. (e.g., process drama, story drama, creative drama).

1.4.2.Cn10a: With prompting and support, identify similarities between characters in dramatic play or a guided drama experience and relate character emotions and experiences to personal experiences of self and peers (e.g., process drama, story drama, creative drama).

1.4.2.Cn11a: With prompting and support, identify similarities and differences in stories and various art forms from one’s own community and from multiple cultures in a guided drama (e.g.,process drama, story drama, creative drama) experience about global issues, including climate change.

1.4.2.Cn11b: Collaborate on the creation of a short scene based on personal perspectives and understandings.

Resources

- Music Connection Textbook
- Multicultural Songs