Unit 2-Aesthetic Responses and Critique Methodologies

Content Area: **Music**
Course(s): **Music 1**
Time Period: **Marking Period 2**
Length: **December-January**
Status: **Published**

Essential Questions

- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do theatre artists fully prepare a performance or design?

Big Ideas

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
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CSDT Technology Integration

8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

Activity:

Students use beatbox app to record creations and share with other students.

Enduring Understandings

1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.

1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

Theatre

1.4.2.Pr4a: With prompting and support, demonstrate the physical movement, voice and sound which are fundamental to creating drama experiences (e.g., process drama, story drama, creative drama).

1.4.2.Pr4b: Explore and experiment with various technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5a: With prompting and support interpret story elements (e.g., character, setting) in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr5b: Utilize body and facial gestures with a change in voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).

1.4.2.Pr6a: Use voice, sound, movement, and gestures to communicate emotions in a guided drama experience; informally share guided drama experiences (e.g., process drama, story drama, creative drama) with peers.

Climate Change

1.1.2.Cn10b: Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.

- Activity: Students will see a picture associated with each letter of the alphabet that spells out Climate. C (pictures large cat in the wild). Students move to interpret the cat. Question about the cat and it's environment, "What is important for the cat's survival in it's environment?" L (pictures Leopard Seal in the ocean). Students move to interpret the leopard seal. Question about the seal and its environment, "What is important for the seal's survival in its environment?"

Resources

- Music Connection
- Square Dancing Songs (Index)