

# 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

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- 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

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- 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

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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**

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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**

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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**

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- Music Connection
- Square Dancing Songs (Index)