Unit 3 Responding and Connecting

Content Area: **Music**
Course(s): **Music 6**
Time Period: **Semester**
Length: **10 weeks, 2X per week**
Status: **Published**

Essential Question

- How do music and culture reflect each other?
- How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- How do we judge the quality of musical works and performances?
- How do we discern the musical creators' and performers' expressive intent?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing and responding to music?

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 creators or performers manipulate the elements of music.
- The personal evaluation of musical works and performance is informed by analysis, interpretation and established criteria.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.
- Technological changes have and will continue to substantially influence the development and nature of the arts

Cross-Curricular Integration

Integration Area: Social Studies

6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.

Activity:

Students will have several class discussions about how American music has been impacted by immigration; understand and learn about the music of several prominent immigrants/children of immigrants (G. Gershwin, I. Berlin) and how they shaped American music.

Integration Area: Social Studies

6.2.8.D.4.a Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

Activity:

Plaque/affect Pachelbel's life in early Europe

CSDT Technology Integration

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Activity:

Students will respond to various musical genres, understanding how music can generate feelings. Student will write and respond in a journal, after watching various music videos

Enduring Understandings

1.3A.8.Re7a: Select programs of music (e.g. playlist, live performance) and demonstrate the connections to an interest of experience for a specific purpose.

1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

1.3A.9.Re9a: Support with evidence, personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

1.3A.10.Re10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when

creating, performing and responding to music.

1.3A.11.Re11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts and daily life.