Unit 2

Content Area: **Music**
Course(s): **Music 5, Music Appreciation 5**
Time Period: **Quarterly**
Length: **5 weeks, 1X per week**
Status: **Published**

Essential Questions

- How are complex media arts experiences constructed? At what point is a work considered "complete"?
- How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?
- How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a

Big Ideas

- Integrate
- Present
- Media artists integrate various media and content to develop complex, unified artworks through a process of creation and communication.
- Media artists require a range of skills and abilities to creatively solve problems.
- Media artists present, share and distribute media artworks through various social, cultural and political contexts.

Cross Curricular Integration

Integration Area: Math

5.NF.B.3 [M] Interpret a fraction as division of the numerator by the denominator (a/b=a÷b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret ¾ as the result of dividing 3 by 4, noting that ¾ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size ¾. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

Activity:

While increasing their knowledge of rhythm, students will perform various math equations, including Order of Operations, using various rhythms in place of numbers.

Diversity Integration

Objective:

- Students will understand the history of the polka and the countries it's associated with
- Students will understand the history of reggae and the countries it's associated with
- Students will understand the pentatonic scale and how it is used in the music of the Oriental culture

Activity:

Students will watch/listen to various song examples/videos and discuss the occasions this music is played. Students will also observe the different instruments used in these different music genres.

Technology Integration

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Activity:

To review basic rhythms students will use the interactive Music Math program on Smart Exchange as a class.

Enduring Understandings

1.2.5.Pr4a: Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

1.2.5.Pr4b: Demonstrate understanding of combining a variety of academic, arts and content with an emphasis on coordinating elements into a comprehensive media artwork.
1.2.5.Pr4c: Create media artworks through integration of multiple contents and forms.
1.2.5.Pr5a: Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.
1.2.5.Pr5b: Exhibit and develop critical and creative skills, such as inventing new content and expanding conventions, in addressing challenges within and through media arts productions.
1.2.5.Pr5c: Examine how tools and design thinking techniques can be used in standard and experimental ways in constructing media artworks.
1.2.5.Pr6a: Identify, explain and compare various presentation forms fulfilling the processes in distributing media artwork.
1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

Resources

- Music Connections 5: Concepts
- Ed Sueta Band Method Rhythm Charts
- Artie Almeida Music Madness Interactive CD/DVD