

## Content Area: Music

### Standard: 4. Aesthetic Valuation of Music

#### Prepared Graduates:

- Make informed, critical evaluations of the effectiveness of musical works and performances on the basis of aesthetic qualities, technical excellence, musicality, or convincing expression of feelings and ideas related to cultural and ideological associations
- Develop a framework for making informed personal musical choices, and utilize that framework in the making and defending of musical choices

#### Grade Level Expectation: First Grade

##### Concepts and skills students master:

2. Comprehension of the basic components of music and musical performances at a beginning level

##### Evidence Outcomes

###### Students can:

- a. Create movements to music that reflect focused listening
- b. Describe how ideas or moods are communicated through music

##### 21<sup>st</sup> Century Skills and Readiness Competencies

###### Inquiry Questions:

1. How can certain movements be more appropriate for one type of music than another?
2. What are some specific elements of music that can change the feelings that are communicated?
3. How do the basic elements of music communicate thoughts or emotions?

###### Relevance and Application:

1. Considering how the use of various instruments and/or voices changes the feelings that music conveys provides a fundamental understanding of how music communicates.
2. Ideas and moods expressed through music are conveyed in other areas of the arts (books, movies, theatre, dance performances, commercials).

###### Nature of Music:

1. Music, like other art forms, exists to express thoughts and emotions as well as communicate how people perceive the world.
2. When people listen to music, they can perceive some of the thoughts and feelings of the musician who created it.