

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: Fourth Grade

Concepts and skills students master:

1. Explain personal preferences for specific music

Evidence Outcomes

Students can:

- a. Use appropriate music terminology to explain preferences
- b. Describe and demonstrate characteristics of effective personal participation in ensembles
- c. Discriminate between musical and nonmusical factors in individual music preference

21st Century Skills and Readiness Competencies

Inquiry Questions:

1. Why is it beneficial to experience a wide variety of musical styles as a listener and a performer?
2. Why is it important to have a variety and diversity of musical styles available to society?
3. How are preferences better communicated when appropriate music terminology is used?

Relevance and Application:

1. Collaboration in determining musical preferences highlights the similarities and differences among people with individual musical tastes.
2. Ensemble participation develops collaboration and self-direction skills through the demands of discrimination of sound and pitch, following conductor's cues and listening and adjusting to others.

Nature of Music:

1. Experiences with a variety of musical styles develop an expanded range of personal preferences.
2. Music preferences are sometimes affected by nonmusical but significant factors such as the social meaning of a work at a particular time or for a particular purpose.